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ABSTRACT

The progress report covers the first year activities of the East Central Kansas Cooperative in Education's interrelated service delivery system for providing services for handicapped students in rural areas. Following a presentation of the rationale for using the interrelated service delivery approach, the following project objectives and the results for each are listed: (1) organize and implement 15 interrelated classrooms serving handicapped students within the 4 districts served; (2) conduct and evaluate an inservice program adequate for training teacher competencies needed to implement an interrelated program and develop a manual based on inservice strategies; (3) identify and provide needed support services for teachers assigned to interrelated classrooms in the areas of behavior management, instructional planning, and instructional methods and materials; (4) identify and utilize procedures which maximize the efficacy of interrelated classrooms; (5) facilitate and document evidence of consumer acceptance and satisfaction; and (6) investigate and document evidence of the effectiveness of the program via student achievement and progress. The appendices, which comprise the majority of the report, include forms for inservice training, teacher support and activity, instructional materials centers, consumer satisfaction, and pupil performance. (AH)

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DEVELOPMENT, IMPLEMENTATION, AND INVESTIGATION OF AN INTERRELATED SERVICE DELIVERY SYSTEM

FIRST YEAR REPORT

EAST CENTRAL KANSAS COOPERATIVE IN EDUCATION

OCTOBER, 1982

by
Greg Gaither

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October, 1982

First Year Report

Development, Implementation, and Investigation of an Interrelated Service Delivery System

This is a report of the East Central Kansas Cooperative In Education's progress during the first year of funding, towards meeting the objectives outlined in our project entitled Development, Implementation, and Investigation of an Interrelated Service Delivery System. This report will include the following parts: (1) a rationale for the program (2) a statement of each program objective, and (3) an account of the results in meeting each of the objectives. This report will be in a format such that following the listing of each objective, an account of the results will be given.

Rationale

As educators consider the best way to provide services for handicapped students residing in rural areas, the interrelated service delivery approach is fast becoming thought of as a viable means for coordinating special education services. There are two prime reasons for this:

First of all, there are several problems inherent in the categorical approach to delivering educational services to handicapped youngsters. One difficulty is the unclarity of categorical definitions. Often the categories for designation of each handicapping condition are unclearly defined and thus are not conducive to sound educational planning. Secondly, during the past two decades, the efficacy of categorical placement has come into question. Research (Johnson, 1962; Goldstein, Moss, and Jordan, 1965; Dunn, 1968) has failed to show that categorical placement is the best alternative for educating handicapped children. Finally, the "labeling" which results from placing students into categorical programs is thought to be psychologically damaging by emphasizing how the child is "different". Using an interrelated delivery model circumvents the above difficulties with the categorical approach.

The second major reason for using the interrelated approach is its efficiency in the rural area. Educational costs are rising rapidly, with SPED per pupil costs increasing at a rate approximately two times those of regular education (Report to Congress, 1978). The interrelated approach offers an efficient way to utilize special education personnel and to cut transportation costs. In addition, the interrelated approach helps better carry out the rules and regulations of the Least Restrictive Environment (Section 121a552) section of PL 94-142 which states that each child's educational placement should be as close as possible to the child's home. Due to the rural nature of the districts in this Co-op, many mildly handicapped children have had to be bussed out of their neighboring districts. By using the interrelated model, most of these children can attend the school in their own district. This maximizes their opportunities to form friendships with children in their neighborhood/town, to participate in extracurricular activiites, and to attend

Table 1.1

EAST CENTRAL KANSAS COOPERATIVE IN EDUCATION

STUDENT DISTRIBUTION BY CATEGORY/CLASS

	# IN CLASS BY CATEGORY					% OF CLASS BY CATEGORY			
TEACHER LOCATION	# OF STUDENTS	# LD	# EMH	# PSA		% LD	% EMH	% PSA	
W1	18	14	2	2		78	11	11	
W2	20	14	3	3		70	15	15	
W3	17	10	2	5		59	12	29	
E1	6	5	1	0		83	17	0	
E1	14	11	0	3		79	0	21	
E1	13	8	1	4		62	8	31	
E2	19	10	6	3		53	32	15	
E3	18	15	2	1		83	11	6	
MS1	17	5	10	2		29	59	12	
B1	21	19	0	2		90	0	10	
B2	11	10	1	0		91	9	0	
B3	18	13	3	2		72	17	11	
A1	8	7	0	1		88	0	12	
P1	19	13	1	5		68	5	27	
P2&3	19	15	3	1		79	16	5	
TOTALS	238	169	35	34	238	71%	15%	14%	100

W=Wellsville
B=Baldwin
M=Marion Springs
E=Eudora
A=Appanoose
P=Pomona

1=Elementary
2=Junior High
3=High School

Table 1.2
DISTRIBUTION OF E.C.K. COOP
INTERRELATED TEACHER CERTIFICATION

Teacher	Level	SPED Certification	Other Certification
W-1	K-9	LD	Elem.
W-2	7-12	EMR, TMR, LD	Elem.
W-3	7-12	EMR	Psych.
E-1	K-9	LD	
E-1	K-9	LD	
E-1	K-9	LD	Elem.
E-2	7-12	LD	
E-3	7-12	LD	
MS-1	K-12	EMR, TMR	Elem.
	K-9	PSA	Elem.
B-1	K-9	LD	
B-2	K-9	EMR, LD	Elem.
B-3	K-12	EMR	
A/W-1,2	K-9	LD	
P-1,2	K-9	LD	
P/W-3	K-12	LD	Comp/Lit.

Figure 1
EAST CENTRAL KANSAS COOPERATIVE IN EDUCATION
DESCRIPTIVE INFORMATION
DISTRIBUTION BY ADMINISTRATIVE LEVEL

INTERRELATED PROGRAM

	ELEM.	JR. HI.	SR. HI.	TOTALS
SPED TEACHERS	7.5	4	4	15.5
PARAPROFESSIONAL's	4	1.5	2.5	8.0
SCHOOLS	7	4	4	15
INTERRELATED STUDENTS	116	50	72	238
STUDENT/RATIO TEACHER	15.4:1	12.5:1	17.5:1	

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school in the most "normal" means possible.

With these thoughts in mind, a discussion of the objectives and results will follow.

Program Objectives and Results

Objective 1

TO ORGANIZE AND IMPLEMENT 15 INTERRELATED CLASSROOMS SERVING HANDICAPPED STUDENTS FROM K-12 WITHIN THE FOUR DISTRICTS SERVED BY THE EAST CENTRAL KANSAS COOPERATIVE IN EDUCATION.

Fifteen interrelated classrooms were organized and implemented during the 1981-82 school year. A total of 238 special education students were served in these classrooms. Table 1.1 presents a summary of the student distribution by class and category. Staff selected to instruct students in the interrelated classroom had special education certification in one or more of the following areas: (1) L.D. (2) EMR, or (3) PSA. A breakdown of the certification(s) held by the interrelated teachers is presented in Table 1.2. In order to adequately serve the interrelated students, paraprofessionals were hired and assigned where appropriate. A listing of the number of paraprofessionals assigned along with the resulting student/teacher ratio is shown in Figure 1.

Objective 2

TO CONDUCT AND EVALUATE AN INSERVICE PROGRAM ADEQUATE FOR TRAINING TEACHER COMPETENCIES NEEDED TO IMPLEMENT AN INTERRELATED PROGRAM AND TO DEVELOP A MANUAL BASED ON INSERVICE STRATEGIES.

Early in the school year, interrelated teachers were asked to identify their preferences for inservice training. Data was collected by having the teachers rate their preferences on the Priorities For Inservice Training Activities Scale (see Appendix A). Five key priorities were identified and are listed in Figure 2. These preferences then formed the core focus for inservice activities.

Two major types of inservice activities were carried out. The first was a semester long course which covered the five topics earlier identified. This course was offered through the University of Kansas and featured a variety of K.U. faculty members presenting on topics relevant to the interrelated teachers' indentified needs (see course syllabus in Appendix A). At the end of each class presentation, teachers were asked to rate the speaker's performance on two forms, Inservice Evaluation and Presentation Evaluation (see Appendix A). A summary of these results is presented in Table 2.1.

The second type of inservice activity consisted of four "inservice days" scheduled on the following dates: October 9th, November 17th, March 26th, and May 21st. The agendas for each of the inservice days as well as a summary of all inservice activities for each month can be found in Appendix A.

Figure 2

TOPICS IDENTIFIED BY INTERRELATED TEACHERS AS THE TOP FIVE PRIORITY AREAS FOR INSERVICE TRAINING 1981-82

1. IMPROVE STUDENT ABILITY IN THE AREA OF READING.
2. DEAL WITH UNIQUE PROBLEMS AND MANAGEMENT TECHNIQUES FOR LD, EMR, AND PSA GROUPS.
3. ESTABLISH AND MAINTAIN STUDENT BEHAVIOR THAT FACILITATES LEARNING.
4. ORGANIZE, SET UP, AND MANAGE CLASSROOMS FOR EFFECTIVE INSTRUCTION.
5. EFFECTIVELY UTILIZE INSTRUCTIONAL MATERIALS.

Table 2.1

SUMMARY OF INSERVICE TRAINING EVALUATION RESULTS FOR '81-82

# EVALS. TURNED	INSERVICE DATES	INSERVICE TOPIC	FELT OBJ. WERE MET	INFO WAS CLEAR AND USEFUL	INFO MET SPECIFIC NEEDS	INFO APPLIED DIRECTLY TO INTER.
18	9-08-81	PLANNING AND IMPLEMENTING A FUNCTIONAL CLASSROOM ENVIRONMENT	MEAN RATING = 4.7 ON A 7 PT. LIKERT SCALE	MEAN RATING = 5.6 ON A 7 PT. LIKERT SCALE	MEAN RATING = 3.7 ON A 7 PT. LIKERT SCALE	13 OF 18 RESPONSES
	9-15-81	PART II				
18	9-22-81	EDUCATIONAL ASSESSMENT STRATEGIES	$\bar{x} = \frac{6.5}{7}$	$\bar{x} = \frac{6.4}{7}$	$\bar{x} = \frac{6.2}{7}$	15 OF 18 RESPONSES
	9-29-81	PART II				
16	10-08-81	PROGRAM MONITORING: USE OF CONTINUOUS MEASUREMENT, P.T.	$\bar{x} = \frac{4.4}{7}$	$\bar{x} = \frac{3.7}{7}$	$\bar{x} = \frac{3.3}{7}$	11 OF 14 RESPONSES
	10-15-81	PART II				
12	10-10-81	CONTINUOUS MEASUREMENT: APPLICATIONS OF P.T.	$\bar{x} = \frac{6.1}{7}$	$\bar{x} = \frac{5.9}{7}$	$\bar{x} = \frac{5.9}{7}$	12 OF 12 RESPONSES
14	10-20-81	METHODS AND MATERIALS ELEMENTARY	$\bar{x} = \frac{6.5}{7}$	$\bar{x} = \frac{6.4}{7}$	$\bar{x} = \frac{6.2}{7}$	12 OF 14 RESPONSES
16	10-27-81	METHODS AND MATERIALS SECONDARY	$\bar{x} = \frac{5.3}{7}$	$\bar{x} = \frac{4.7}{7}$	$\bar{x} = \frac{4.6}{7}$	8 OF 16 RESPONSES
8	11-03-81	ADAPTING AND MODIFYING REGULAR CLASSROOM MATERIALS	$\bar{x} = \frac{4.7}{7}$	$\bar{x} = \frac{4.6}{7}$	$\bar{x} = \frac{4.8}{7}$	6 OF 8 RESPONSES
12	11-10-81	LD LEARNING STRATEGIES	$\bar{x} = \frac{6.5}{7}$	$\bar{x} = \frac{6.5}{7}$	$\bar{x} = \frac{5.9}{7}$	10 OF 12 RESPONSES
12	11-17-81	BEHAVIOR MANAGEMENT PSYCHO-EDUCATIONAL	$\bar{x} = \frac{6.2}{7}$	$\bar{x} = \frac{6.4}{7}$	$\bar{x} = \frac{6.3}{7}$	11 OF 12 RESPONSES
15	11-24-81	BEHAVIOR MANAGEMENT APPLIED BEHAVIOR ANALYSIS	$\bar{x} = \frac{6.1}{7}$	$\bar{x} = \frac{6.0}{7}$	$\bar{x} = \frac{5.8}{7}$	14 OF 15 RESPONSES
	12-01-81	PART II				
15	1-29-82	CORRECTIVE READING	$\bar{x} = \frac{5.7}{7}$	$\bar{x} = \frac{5.5}{7}$	$\bar{x} = \frac{5.3}{7}$	13 OF 15 RESPONSES
19	3-26-82	ASSERTIVE DISCIPLINE	$\bar{x} = \frac{6.5}{7}$	$\bar{x} = \frac{6.9}{7}$	$\bar{x} = \frac{6.3}{7}$	16 OF 19 RESPONSES
19	3-26-82	INFORMAL ASSESSMENT TECHNIQUES	$\bar{x} = \frac{6.6}{7}$	$\bar{x} = \frac{6.7}{7}$	$\bar{x} = \frac{6.5}{7}$	17 OF 19 RESPONSES

Many ideas for an inservice training manual were gathered during the 1981-1982 school year. At this time, we have not yet completed our finished product. Inservice activities tentatively planned for this year should facilitate the manual's completion during this project year.

Objective 3

TO IDENTIFY AND PROVIDE NEEDED SUPPORT SERVICE FOR TEACHERS ASSIGNED TO INTERRELATED CLASSROOMS IN THE AREAS OF BEHAVIOR MANAGEMENT, INSTRUCTIONAL PLANNING, AND INSTRUCTIONAL METHODS AND MATERIALS.

Indentification of Needed Support Services

In order to identify needed support services, a form was developed which identified the potential roles of persons who might be contacted for support and the potential support services which might be requested. Teachers were asked to document each request for a support service. Specifically, the name of the student involved in the support service, the role of the person for whom the support service was requested, and the type of service requested was noted and the form was turned in on a monthly basis. The Support Service Request Form can be found in Appendix B.

The results of the information collected in regard to support services can be found on Tables 3.1 through 3.3. Table 3.1 displays the type of person most frequently contacted for support in rank order for each month of the year. Table 3.2 displays the support most frequently requested for each month of the year. Table 3.3 displays the fifteen most frequent combinations of type of person and the reason for the contact in rank order for the entire year.

It should be noted that the effectiveness of the contact was also to be documented. However, teachers so inconsistantly responded to this request that the data is not included in this report. The reason for this lack of response has not been empirically investigated. However, informal discussion with teachers indicated that (a) there was reluctance to evaluate their collegues and (b) the place for indicating this on the form was not obvious and this was frequently forgotten.

If one inspects the data several aspects become apparent. First, interrelated teachers have a high rate of interaction with regular education teachers. This would indicate a need to provide specialized inservices, scheduled times to plan conferences, and the availability of resources which can be shared with both. Second, the school psychologist is clearly the professional with whom interrelated teachers interact most. Planned opportunities for this interaction need to be considered. Third and finally, interrelated teachers have an overall high rate of interactions with parents and other professionals during the school year. The job role appears to require interdisciplinary contacts.

TABLE 3.1

EAST CENTRAL KANSAS COOPERATIVE IN EDUCATION
CONTACTS PER MONTH
BY INTERRELATED TEACHERS

Rank	September Type	#	October Type	#	November Type	#	December Type	#	January Type	#	February Type	#	March Type	#	April Type	#	May Type	#
1	Reg Ed. Teacher w/Hand.	62	Reg. Ed. Teacher w/Hand.	51	School Psych.	35	Parent	25	School Psych.	17	School Psych	26	School Psych	33	Reg Ed. Teacher w/Hand.	31	Reg Ed. Teacher w/Hand.	24
2	Parent	32	School Psych.	39	Reg. Ed. Teacher w/Hand.	28	Reg. Ed. Teacher w/Hand.	18	Sp. Ed. Teacher	15	Reg. Ed. Teacher w/Hand.	25	Reg. Ed. Teacher w/Hand	28	School Psych.	18	Parent	20
3	School Psych.	29	Reg. Ed. Teacher	17	Parent	13	School Psych.	17	Reg. Ed. Teacher w/Hand.	11	Parent	12	Parent	15	Reg. Ed. Teacher no/Hand.	8	Speech	14
4	Reg. Ed. Teacher	8	Parent	16	Reg. Ed. Teacher	19	Speech	8	Parent	11	Speech	7	Speech	9	Parent	7	School Psych.	13
5	Sp. Ed. Teacher	6	Speech	6	Social Worker/ Principal	4 4	Social Worker/ Principal	4 4	Speech	7	Social Worker	6	Social Worker	3	Speech	5	Counselor	6

TABLE 3.2

East Central Kansas Cooperative in Special Education
Five Most Frequent Support Activities
Per Month by Interrelated Teachers

Rank	September Activity	#	October Activity	#	November Activity	#	December Activity	#	January Activity	#	February Activity	#	March Activity	#	April Activity	#	May Activity	#
1	Consult	91	Consult	73	Consult	48	Consult	27	Consult	27	Consult	44	Consult	40	Consult	30	Consult	37
2	Parent Conf.	28	Parent Conf.	17	Child Team Mtg.	8	Parent Conf.	19	Parent Conf.	7	Parent Conf.	9	Behavior Control	15	IEP Implemen.	8	IEP Implemen.	10
3	IEP Implemen.	10	IEP Implemen.	17	Behavior Control	7	Behavior Control	8	Behavior Control	5	Re-Eval	5	Parent Observ.	8	Inservice	7	Child Team Mtg.	8
4	Re-Eval	5	Child Team Mtg.	11	Parent Conf.	6	IEP Implemen.	7	Class Observ.	4	Child Team Mtg.	5	Child Team Mtg.	7	Re-Eval	5	Scheduling	6
5	Behavior Control	5	Re-Eval	6	Referral Info.	3	Child Team Mtg.	6	IEP Implemen.	4	Behavior Control	4	IEP Implemen.	5	Child Team Mtg.	4	Parent Conf.	6

TABLE 3.3

East Central Kansas Cooperative in Education
Rank Order of Persons Contacted Most Frequently
for a Specific Purpose by Interrelated Teachers

Rank Order	Person Contacted	Purpose of Contact
1	Regular Education Teacher W/Handicapped	Consultation
2	School Psychologist	Consultation
3	Parent	Parent Conference
4	Regular Education Teacher	Consultation
5	School Psychologist	Child Placement Team Meeting
6	Parent	IEP Implementation
7	Speech Pathologist	Consultation
8	Parent	Consultation
9	Regular Education Teacher W/Handicapped	Child Placement Team Meeting
10	School Psychologist	IEP Implementation
11	School Counselor	Consultation
12	Parent	Child Placement Team Meeting
13	School Psychologist	Behavior Management Program
14	Social Worker	Consultation
15	Regular Education Teacher W/Handicapped	Behavior Management Program

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Instructional Materials Center (IMC)

The IMC was established during this project year as a resource to help teachers meet the individual instructional needs of their students. During November, a comprehensive inventory of all instructional materials owned by the Co-op was compiled and listed (See Appendix C). As can be seen on the Cinventory listing, each material was listed by location. Thus materials were either in the teacher's classroom or in the central IMC facility located at the Co-op office. In addition, an IMC committee was formed to act in an advisory capacity to the Project Coordinator on matters pertaining to the organization, distribution, and controlled growth of the Cooperative's instructional materials inventory. (See Appendix C for IMC Guidelines.)

Objective 4

TO IDENTIFY AND UTILIZE PROCEDURES WHICH MAXIMIZE THE EFFICACY OF INTERRELATED CLASSROOM.

The efficacy of the interrelated classroom in relation to staff time was investigated in several areas. First the staff documented the number of minutes per day spent on specified activities. This form can be found in Appendix B. Tables 4.1 and 4.2 display the information related to the time spent per activity by interrelated teachers summarized by each month of the school year. Table 4.1 shows those activities which were documented on a daily basis and Table 4.2 shows those activities which occurred on a more irregular basis throughout the month. An examination of these tables suggests that the interrelated teachers are involved in a wide variety of activities which require attention to scheduling and support the information collected for objective three. This suggests that they have a high rate of contacts with other disciplines and parents. The critical nature of the supportive and collaborative contact between regular and special education is verified by this data.

Information related to paraprofessional assignments and developing student schedules was reviewed and policies will be refined during the second project year. Specific information related to these activities is contained in a later section of this report titled Response to the Objective Results.

Arrangement of physical facilities proved to be a difficult area to examine and address, because of the inflexible nature of most of the space in the cooperative. Therefore focus was addressed to ideas to adapt existing space. These ideas will be presented by teachers at inservice meetings during the second project year.

TABLE 4.1

East Central Kansas Cooperative in Special Education
Average Number of Daily Minutes of Reported Activities
by Interrelated Teachers

Activity	September	October	November	December	January	February	March	April	May
Preparation for Instruction	97 Min.	92 Min.	104 Min.	108 Min.	102 Min.	114 Min.	109 Min.	106 Min.	90 Min.
Instruction	179 Min.	254 Min.	245 Min.	263 Min.	280 Min.	269 Min.	297 Min.	270 Min.	226 Min.
Home Preparation	*	*	41 Min.	32 Min.	42 Min.	32 Min.	40 Min.	27 Min.	30 Min.

* Data not available

TABLE 4.2

East Central Kansas Cooperative in Special Education
Average Number of Days Per Month and Range of Minutes
Per Reported Activity Per Month by Interrelated Teacher

Activity	September		October		November		December		January		February		March		April		May	
	$\bar{X}$ Days	Rge Min	$\bar{X}$ Days	Rge Min	$\bar{X}$ Days	Rge Min	$\bar{X}$ Days	Rge Min	$\bar{X}$ Days	Rge Min	$\bar{X}$ Days	Rge Min	$\bar{X}$ Days	Rge Min	$\bar{X}$ Days	Rge Min	$\bar{X}$ Days	Rge Min
Observ.	5	15-90	1.5	5-30	.75	5-50	.83	5-30	1	5-40	1.6	2-120	.9	5-50	1.4	5-150	.5	2-60
Indiv. Testing	10	10-350	5	15-175	3	15-180	1.6	15-120	4.5	15-360	4.8	10-120	4.5	15-360	5.8	30-360	8.8	30-300
Group Testing	2.5	20-150	--	---	---	---	---	---	1	15-15	.3	10-30	2.0	15-120	1.3	10-200	4.2	10-300
Staff Cons.	11	5-130	9.2	10-180	6.6	5-180	5.75	5-100	7	5-100	6.0	2-90	6.5	3-180	5.2	5-400	5.9	5-420
Parent Cons.	10.5	10-60	4.7	5-180	2.5	10-120	3.75	5-120	2	5-180	3.0	2-120	2.4	1-330	1.8	5-70	2.8	1-120

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Objective 5

TO FACILITATE AND DOCUMENT EVIDENCE OF CONSUMER ACCEPTANCE AND SATISFACTION WITH THE INTERRELATED SERVICE DELIVERY ALTERNATIVE.

Advisory Board - An advisory board was formed consisting of representatives from the LEAs served by the SPED cooperative, cooperative staff members, parents served by the SPED cooperative, a representative from the SEA, a representative from the University of Kansas faculty, and representatives from communities served by the SPED cooperative. The board met twice during the 1981-82 school year, during which time they conducted two onsite visits. The dates of the visits were December 17th and April 30th. A detailed report of each visit can be found in Appendix D.

Consumer Satisfaction Surveys - In evaluating consumer satisfaction, satisfaction with interrelated SPED services was compared to satisfaction with categorical SPED services. The East Central Kansas SPED Cooperative represented the interrelated SPED services, while the Leavenworth County SPED Cooperative represented the comparison group of categorical services. Subjects were drawn from the population of school administrators, SPED teachers, SPED support staff, regular education mainstream teachers, and parents of mildly handicapped (LD, PSA, EMH) students in each of the cooperatives. Two types of survey questionnaires were used to evaluate consumer satisfaction which were: (1) People Evaluating Programs (PEP) Consumer Satisfaction Surveys and (2) The Minnesota Satisfaction Questionaire (see Appendix D for copies of these instruments).

The means and standard deviations for various staff groups for both the ECK and the Leavenworth groups are presented in Table 5.1. Data from administrators, parents, special education teachers, regular teachers, and support staff were obtained and analyzed separately. As can be noted from Table 5.1, the sample sizes varied from a high of 103 for the Leavenworth regular teachers to a low of 8 for the ECK support staff.

The repeated measures analysis of variance was used to determine if there were any differences between the ECK and the Leavenworth groups, between pretests and posttests for any of the groups, and if there were any significant interactions between testings and groups. As indicated in Table 5.2, none of the F ratios were significant changes between pretests and posttests for any of the groups. Likewise, there were no significant differences between the ECK and the Leavenwroth groups, and no significant interactions. As can be noted in Table 5.2, there were some slight and nonsignificant changes in the groups from pretest to posttest. However, these changes were similar for both groups of staffs. Thus, it appears that there were no significant changes in program satisfaction scores for any of the staff groups.

The means and standard deviations for special education teachers and support staff on job satisfaction scores are presented in Table 5.3, and the repeated measures analysis of variance results are presented in Table 5.4. As can be noted, there were no significant differences in any of the analyses,

Table 5.1
Means, Standard Deviations for Program Satisfaction Scores

Group		Pretest		Posttest	
	N	Mean	S.D.	Mean	S.D.
ECK Admin.	17	60.23	10.56	60.76	11.42
LEAV Admin.	33	63.45	11.48	65.73	9.27
ECK Parent	20	78.30	13.29	69.95	16.34
LEAV Parent	16	77.44	13.04	74.63	13.41
ECK SPED Tch.	14	73.57	13.18	74.64	8.01
LEAV SPED Tch.	25	73.32	14.80	73.36	11.68
ECK Support Staff	8	94.38	18.09	96.38	13.53
LEAV Support Staff	14	88.14	15.34	88.93	18.64
ECK Reg Teacher	76	57.78	12.59	60.59	14.07
LEAV Reg Teacher	103	52.96	14.20	57.85	13.33

Table 5.2
F Ratios for Comparing ECK and Leavenworth Groups on
Program Satisfaction Scores

Group	Source	F Ratio	Probability
Administration	Groups	1.95	.1695
	Testings	1.34	.2534
	Interaction	.52	.4755
Parents	Groups	.12	.7319
	Testings	.53	.4721
	Interaction	2.64	.1134
SPED Teachers	Groups	.04	.8413
	Testings	.10	.7515
	Interaction	.09	.7688
Support Staff	Groups	.95	.3411
	Testings	.35	.5620
	Interactions	.07	.7998
REG. Teachers	Groups	1.56	.2137
	Testings	2.35	.1434
	Interactions	.07	.7998

Table 5.3
Mean, Standard Deviations for Job Satisfaction Scores

Group	N	Pretest		Posttest	
		Mean	S.D.	Mean	S.D.
ECK SPED Tch	14	71.21	8.31	71.00	11.44
LEAV SPED Tch	25	75.36	10.40	75.86	8.90
ECK Support Staff	8	78.50	5.95	77.88	5.59
LEAV Supp. Staff	14	69.93	12.01	71.64	8.04

Table 5.4
F Ratios for Comparing East Central Kansas Cooperative In Education and Leavenworth Groups on Job Satisfaction Scores

Group	Source	F Ratio	Probability
SPED Teachers	Groups	2.79	.1031
	Testings	.01	.9156
	Interaction	.05	.8230
Support Staff	Groups	4.26	.0522
	Testings	.11	.7472
	Interaction	.49	.4908

thus indicating that there were no significant differences between the ECK and the Leavenworth groups, no significant differences between pretest and posttests, and no significant interactions. Thus, it appears that neither the interrelated or the traditional categorical services delivery models had any effect on job satisfaction scores.

Objective 6

TO INVESTIGATE AND DOCUMENT EVIDENCE OF THE EFFECTIVENESS OF THE INTERRELATED PROGRAM IN PRODUCING ADEQUATE STUDENT PROGRESS AND ACHIEVEMENT AS COMPARED TO A MORE TRADITIONAL CATEGORICAL SERVICE DELIVERY PROGRAM IN A COOPERATIVE SIMILAR TO THE EAST CENTRAL KANSAS COOPERATIVE IN EDUCATION.

As with the evaluation of consumer satisfaction, the Leavenworth County SPED Cooperative served to represent the categorical comparison group.

The analyses of the student performance data are presented in Tables 6.1 and 6.2 For this aspect of the evaluation of the interrelated service delivery system compared to the traditional categorical service delivery system, subtests 13 through 19 of the Woodcock-Johnson Psycho-Educational Battery and the Behavioral Rating Scale were used. (Copies of these instruments are included in Appendix E.) Pretests were given in January, 1982 to a random sample of 32 students in grades 1 through 12 in the experimental program, and a sample of 32 students matched for grade level were chosen from the control or traditional categorical service delivery program. Posttests were given to both groups in April, 1982.

Both the grade level and the age level scores for the three subject areas on the Woodcock-Johnson were used in the analyses. The means and standard deviations for these test scores are presented in Table 6.1. As can be noted from the means presented in Table 6.1, the traditional categorical service program students tended to score slightly lower than the experimental interrelated service delivery system students.

The repeated measures analysis of variance was the statistical procedure used to determine if there were significant differences between the two groups on any of the variables. The results of these analyses are presented in Table 6.2. The repeated measures anaylsis of variance yields three F ratios: one for comparing all of the scores, both pretest and posttest, between the experimental and control groups; one for comparing the gain for all students from pretest to posttest regardless of group membership; and one for comparing the interaction of the change from pretest to posttest. The latter F ratio is the most important, since this compares the gain of the experimental group compared to the gain of the control group. If the F ratio is not significant, this indicates that the change from pretest to posttest was similar for both groups. If the F ratio for interaction is significant, this indicates that the change from pretest to posttest was different for the two groups.

As can be noted from Table 6.2, the F ratio for testings, i.e., comparing all of the students on the pretest compared to all of the students on the posttest, was highly significant for Reading, Mathematics, the grade-level

Table 6.1

A Comparison of Student Performance on the Woodcock-Johnson Psycho-Educational Battery and the Behavorial Rating Scale

Variable	Group	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.
Reading (Grade)	Exp	3.29	2.42	3.57	2.62
	Con	2.62	1.25	3.01	1.23
Reading (Age)	Exp	8.27	2.76	8.95	3.49
	Con	7.82	1.30	8.06	1.27
Math (Grade)	Exp	3.52	1.91	3.83	2.02
	Con	3.55	2.01	3.85	1.74
Math (Age)	Exp	8.62	2.10	9.09	2.10
	Con	8.25	2.40	9.06	1.87
Language (Grade)	Exp	3.08	1.96	3.38	2.24
	Con	2.70	1.34	3.00	1.23
Language (Age)	Exp	8.18	2.00	8.39	2.41
	Con	7.94	1.35	8.17	1.10
Behavior Rating	Exp	1.11	.24	.90	.26
	Con	.98	.25	.96	.24

Table 6.2

Repeated Measures Analysis of Variance
F Ratios for Student Data

Variable	Comparison	F Ratio	Probability
Reading (Grade)	Groups	1.46	.2312
	Testings	16.09	.0002**
	Interaction	.47	.4937
Reading (Age)	Groups	1.22	.2744
	Testings	14.23	.0004**
	Interaction	3.23	.0776
Mathematics (Grade)	Groups	.00	.9592
	Testings	8.91	.0042**
	Interaction	.00	.9869
Mathematics (Age)	Groups	.16	.6898
	Testings	9.25	.0035**
	Interaction	.63	.4291
Language (Grade)	Groups	.76	.3881
	Testings	10.96	.0016**
	Interaction	.00	1.0000
Language (Age)	Groups	.27	.6081
	Testings	3.23	.0774
	Interaction	.01	.9352
Behavior Rating Scale	Groups	.08	.7783
	Testings	6.11	.0164*
	Interaction	2.44	.1238

*Sig. at .05 Level **Sig. at .01 Level

scores for Language, and the Behavior Rating Scale. As can be noticed from Table 6.1, the posttest means are higher for the subject areas indicating that the students significantly increased their performance from pretest to posttest. For the Behavior Rating Scale, the posttest means are lower than the pretest means, indicating that there was a significant decline in their ratings.

None of the F ratios for comparing experimental with control students was significant, indicating no significant difference between the two groups on these tests. Also, none of the F ratios for testing the significance of the interaction were significant, indicating that the change from pretest to posttest was similar for both groups. Thus, one can conclude that there was a significant change for all students for all tests except the age scores for the language test, and that the change was similar for both groups of students.

Response to Objective Results

This section has been included to provide information in regard to the East Central Kansas Cooperative's response to the results reported in the preceding sections of this report. More specifically the actions being taken in regard to the major project objectives will be listed by objective.

OBJECTIVE ONE

The interrelated classrooms have been maintained for project year two. The locations to date remain the same as in project year one.

OBJECTIVE TWO

The inservice program will be continued during the second project year. Specifically, four full inservice will be provided throughout the year and a 3 hour graduate credit course will be held during the spring semester.

Several new components have been added which relate directly to staff involvement. First, inservice planning is being conducted with a committee representative of the staff from each district. Next, strengths of the staff are being utilized and the first inservice day will utilize material displays provided by the interrelated teachers and presentations by the teachers as well. A staff support service resource book has been develped which lists the areas for which each interrelated teachers, as well as other staff, are able to give assistance and consultation. The handbook has been included with this report.

OBJECTIVE THREE

The support services request form has been significantly revised in response to the first year's experience with the form. Four major revisions have been made: (1) a direction sheet for filling out the revised form, (2) revised categories, (3) documentation of whether support has been requested or given, and (4) a space to indicate the student's categorical label. The revised form has been included in Appendix F.

In addition, staff schedules have been altered in some cases to include specific time for consultation. Inservice plans and the staff resource

handbook have also been developed to facilitate identifying sources of assistance in very specific areas. A policy of sending a teacher in one site to spend a day with a teacher in another site if training is needed has been implemented.

The IMC has been reorganized to facilitate the ease of examining materials and the IMC committee has been maintained. Finally, the new project director's skills include methodology and materials adaptation and the project director will be visiting teachers on a periodic basis in order to assist with program planning and material selection and use.

OBJECTIVE FOUR

The time sheets which record the number of minutes per day spent on specific activities have been revised to reflect feedback and problems encountered during the first project year. Specifically, a direction sheet with refined definitions and explanations has been developed, the categories have been revised and time sheets specifically for support staff have been developed. These forms can be found in Appendix F.

A formula for assigning paraprofessional is in the final stages of completion. It is based on the degree of support required by types of students related to categorical labels and class load.

Students are being scheduled into classrooms on the basis of shared IEP objectives to the maximum extent possible. A small number of the youngest EMR students are being served more intensively in one setting. Total control of scheduling is still a difficult area due to the complexities of coordinating schedules of students from a variety of regular classroom schedules.

Adaption of physical setting and materials will be demonstrated and displayed by staff during the first inservice day. Because of space difficulties in the various districts and the relatively inflexible nature of most of the building space, this area has also been problematic to making major revisions or recommendations. Therefore, useful adaption has been the focus of this aspect of the interrelated classroom.

OBJECTIVE FIVE

Documentation of consumer satisfaction will be conducted again during the second project year. Surveys will be administered in the spring to the same populations and compared to the project year one posttest results. It should be noted that specific feedback on areas related to teaching in the interrelated classroom will be surveyed at this time and also compared to the results of last spring. The Leavenworth Cooperative will serve as the control group again during project year two.

OBJECTIVE SIX

Pre and posttesting of students in the interrelated program and in a categorical program will be administered in the fall and spring. The testing

will include selected subtests of the Woodcock Johnson and the Behavior Rating Scale, both of which were used the first project year. In addition, an attitudinal scale is being developed to measure students' perceptions of school.

Also, teachers are again using the Precision Teaching measurement system to monitor IEP objectives which lend themselves to daily monitoring of performance rates. Increased attention will be directed toward data analysis, now that the teachers have acquired basic charting skills. The Brigance will continue to serve as the basic instrument for standardizing criterion referenced assessment throughout the cooperative.

CONCLUSION

In conclusion, activities related to the six major project objectives were for the most part successfully accomplished during the first project year. Because this was the first year, some problems arose related to unanticipated aspects of scheduling, planning, and strategies for activities. These for the most part have been resolved or anticipated for the second year. The results and experience which were forthcoming from the first year's factivities have provided a basis for developing a data base and strategies related to:

(1) a descriptive base of information related to interrelated staff activities and needed support services

(2) evidence of needed inservice areas and effective inservice strategies for interrelated staff

(3) evidence of consumer satisfaction and student progress

Although the second project year will continue activities related to these objectives, in order to expand and validate the first year's findings, more focus will be placed on completing and developing products which will be useful to staff in this and other cooperatives who may choose to use an interrelated service delivery model. Specifically, the following activities are currently underway:

(1) an investigation of the cost effectiveness of the interrelated program

(2) development of a consumer handbook related to implementing interrelated programs

(3) the completion of a slide show related to key components of an interrelated program

(4) the revision and improvement of research and documentation strategies based on the first year's experience

APPENDICES

APPENDIX A

FORMS RELATED TO INSERVICE TRAINING

Priorities for Inservice Training Activities

SECTION I

Check the box after each activity to indicate how important it would be for you to get additional inservice training in performing this activity more efficiently or effectively.

	Very Low	Low	Medium	High	Very High
1. Assessing and interpreting student educational abilities & skill, using standardized test instruments	☐	☐	☐	☐	☐
2. Assessing and interpreting student educational abilities & skills, using non-standardized test instruments (teacher made)	☐	☐	☐	☐	☐
3. Evaluate, measure and record individual student progress	☐	☐	☐	☐	☐
4. Deal with your own and others' feeling about disabilities and handicaps	☐	☐	☐	☐	☐
5. Communicate with parent about special education concerns	☐	☐	☐	☐	☐
6. Communicate with regular education teachers about special education concerns	☐	☐	☐	☐	☐
7. Communicate with other special education teachers	☐	☐	☐	☐	☐
8. Describe and defend special education to school administrators and others	☐	☐	☐	☐	☐
9. Deal flexibly with different philosophies of special education in order to choose the better solution for a given situation	☐	☐	☐	☐	☐
10. Evaluate, select and use instructional materials effectively	☐	☐	☐	☐	☐
11. Develop your own instructional materials	☐	☐	☐	☐	☐
12. Develop, plan and organize an appropriate instructional program for a child	☐	☐	☐	☐	☐
13. Develop, plan and organize an appropriate special education program for a school or district	☐	☐	☐	☐	☐
14. Identify and use community and other resources available to me and my students	☐	☐	☐	☐	☐
15. Effectively utilize the instructional materials center	☐	☐	☐	☐	☐
16. Establish and maintain student behavior that facilitates learning	☐	☐	☐	☐	☐
17. Organize, set up and manage classrooms for effective instruction	☐	☐	☐	☐	☐
18. Supervise aids and volunteers	☐	☐	☐	☐	☐
19. Evaluate special education programs	☐	☐	☐	☐	☐
20. Deal with unique problems of and techniques for different groups. Indicate your priority for each group below:					
a. Mentally retarded	☐	☐	☐	☐	☐
b. Physically handicapped	☐	☐	☐	☐	☐
c. Multiply handicapped	☐	☐	☐	☐	☐
d. Learning disabled	☐	☐	☐	☐	☐
e. Emotionally disturbed/Behavioral Disorder	☐	☐	☐	☐	☐
f. Hearing impaired	☐	☐	☐	☐	☐
g. Visually impaired	☐	☐	☐	☐	☐
h. Speech impaired	☐	☐	☐	☐	☐
i. Other group (please specify:)	☐	☐	☐	☐	☐
21. Improve student ability in a given area. Indicate your priority for each area below:					
a. Reading	☐	☐	☐	☐	☐
b. Mathematics	☐	☐	☐	☐	☐
c. Language development	☐	☐	☐	☐	☐
d. Motor development	☐	☐	☐	☐	☐
e. Self help skills	☐	☐	☐	☐	☐
f. Social skills	☐	☐	☐	☐	☐
g. Sex education	☐	☐	☐	☐	☐
h. Career education	☐	☐	☐	☐	☐
i. Consumer education	☐	☐	☐	☐	☐
j. (Other area (please specify: —)	☐	☐	☐	☐	☐

In the space provided, list any additional skill areas that you feel are important areas for inservice teacher training:

SECTION II

In this section select FIVE items from the inservice training list that you would most prefer to have selected as inservice training sessions in your district or service area. Rank your choices in the spaces provided by putting the number 1 for your 1st choice, 2 for your 2nd choice, 3 for your 3rd choice, 4 for your 4th choice, and 5 for your 5th choice.

1 ___
2 ___
3 ___
4 ___
5 ___
6 ___
7 ___
8 ___
9 ___
10 ___
11 ___
12 ___
13 ___
14 ___
15 ___
16 ___
17 ___
18 ___
19 ___
20a ___
b ___
c ___
d ___
e ___
f ___
g ___
h ___
i ___
21a ___
b ___
c ___
d ___
e ___
f ___
g ___
h ___
i ___
j ___

CHECK TO SEE THAT YOU HAVE ONLY RANKED FIVE ITEMS IN THIS SECTION. (1 - 5)

Check the appropriate boxes below which best describe your present position.

JOB TITLE: (Which one of the following is best descriptive of your position?) (Check one)

- ☐ Resource Room Teacher
- ☐ Special Class Teacher
- ☐ Teaching Aide
- ☐ Regular Teacher with handicapped children
- ☐ Itinerant Teacher
- ☐ Speech Therapist
- ☐ Superintendent
- ☐ Director of Special Education
- ☐ State Office Staff
- ☐ Special Education Coordinator
- ☐ IMC personnel
- ☐ Educational Diagnostician
- ☐ Methods & Material Specialist
- ☐ Media Specialist
- ☐ LRC or IMC Director
- ☐ Educational Consultant
- ☐ Building Principal
- ☐ Psychologist
- ☐ College Faculty
- ☐ Other — Define

HANDICAPPING CONDITIONS (Check the ones with which you primarily work)

- ☐ Mental Retardation
- ☐ Learning Disabilities
- ☐ Emotional Severe Behavior Disorders
- ☐ Physical Handicaps
- ☐ Visual Impairment
- ☐ Hearing Impairment
- ☐ Communication/Language Disorders
- ☐ Severe Multiple Handicaps
- ☐ Other — Specify

GEOGRAPHIC AREA (In which your classroom/office is located) (Check one)

- ☐ Metropolitan Area (over 50,000 population population)
- ☐ Large City (25,000 - 50,000 population)
- ☐ Small City (10,000 - 25,000 population)
- ☐ Rural (Less than 10,000)

TYPE OF SERVICE AREA (Check one)

- ☐ Single District (LEA)
- ☐ Cooperative Service District
- ☐ Regional Program
- ☐ County District
- ☐ Intermediate District
- ☐ State or Territory
- ☐ Institutional Program
- ☐ Other — Define

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Fall 1981

SPED 740 Managing Classroom Behavior of Exceptional Children and Youth
4:30 - 7:20 (Baldwin City)

Interrelated Classrooms

Session	Topic	Presenter
1. Sept. 1	Enrollment and Introduction to Course	Chapman/Whelan
2. Sept. 8	Planning and Implementing a Functional Classroom Environment: Scheduling: Classroom Arrangements: Learning Centers: Paraprofessionals, etc.	Gallagher
3. Sept. 15	Continuation of Session 2	Gallagher
4. Sept. 22	Educational Assessment Strategies: Selection, Use and Interpretation of Formal/Informal Educational Diagnostic Instruments Related to Planning Individual Programs	Moran
5. Sept. 29	Continuation of Session 4	Moran
6. Oct. 6	Program Monitoring Strategies: Use of Continuous Measurement on Specific Behaviors - academic and social: Track IEP Objectives: Use of Precision Teaching	Lindsley
7. Oct. 15	Continuation of Session 6	Lindsley
8. Oct. 20	Methods and Materials - Elementary	Hudson
9. Oct. 27	Methods and Materials - Secondary	G. Clark
10. Nov. 3	Adapting and Modifying Regular Classroom Materials	Wilson
11. Nov. 10	Learning Strategies: Review of Remedial Adaptive, Coping and Other Alternative Approaches	Alley
12. Nov. 17	Behavior Management: Psychoeducational	Whelan
13. Nov. 23	Behavior Management: Applied Behavior Analysis	Chaffin
14. Nov. 30	Communication and Consultation Skills: Working with Regular Classroom Teacher: Establishing Positive Community Relationships	Chaffin
15. Dec. 8	Final Evaluation	Whelan

Presenter: Dr. Otis LoVette/Greg Gaither

Teacher: _____

Support Staff: [redacted]

Admin.: _____

INSERVICE EVALUATION

1. The objectives presented in the session dealing with Assertive Discipline includes:

   A. Present rationale and data supporting assertive discipline techniques.

   B. Variables effecting classroom behavioral control techniques.
   C. Assertive Discipline rules and consequences organization/implementations.
   D. Application of assertive discipline philosophy to special education situations.

2. How well were these objectives met? Poorly 1 / / / / / / 7 Very Well

3. What was the most helpful in meeting these objectives? Presentation ___ Display ___ Other ___ (A-V; hand-outs, etc.)

4. How would you rate Assertive Discipline # ? Clarity of Presentation Poor 1 / / / / / / 7 Very Well

   Material covered specifically enough to meet your needs Poor 1 / / / / / / 7 Very Well

5. Would additional information to meet or extend these objectives be helpful? Yes ___ No ___

6. What form would you like additional inservice to take? (Circle One) Cafeteria style menu, lecture style presentation, demonstration and participation, selection of individual training

7. Do you find the information presented applicable to an interrelated classroom concept? Yes ___ No ___

8. Specific points which were valuable or significant to me were:

   1. _____
   2. _____
   3. _____

9. The presentation would have been more valuable to me if: _____

PRESENTATION EVALUATION

Presenter: Dr. Otis LoVette/Greg Gaither Date: March 26, 1982

In an effort to evaluate this presentation please respond to the following items by placing a check (✓) in the box you feel corresponds with your thinking.

Presenter(s) was/were:

	Prepared
	Inept
	Organized
	Helpful
	Boring
	Flexible
	Knowledgeable
	Responsive
	Stimulating
	Expert
	Accomodating
	Flippant
	Relaxed
	Indifferent
	Overbearing
	Crude
	Dull
	Inattentive
	Aloof
	Condescending

Overall content of presentation was:

	Organized
	Valuable
	Repetitious
	Impressive
	Precise
	Ambiguous
	Interesting
	Boring
	Vague
	Informative
	Confusing
	Useful
	Irrelevant
	Inspiring
	Disorganized
	Comprehensive
	Helpful
	Practical
	Worth my time

Interrelated Project

Inservice Workday #1

October 9, 1981

Parmeter Hall, Baker University Campus

8:00 a.m.	a) An Overview of Continuous Measurement Utilizing Precision Teaching Techniques
	b) The Relationship of a Precision Teaching Data Base to the Requirements in the Interrelated Project Grant
9:00 a.m.	a) Review of the Basics of Charting Techniques
	b) Practical Applications of Charting Procedures
	(Informal Break)
10:15 a.m.	Data Analysts and Data Reporting Strategies
11:30 a.m.	Discussion, Q and A's, Relating to Continuous Measurement
12:00 p.m.	Lunch
1:00 p.m.	Data Collection for Interrelated Project
2:00 p.m.	Data Collection Continued - Inservice Evaluation Forms
3:00 p.m.	Brigance Presentation - Knackendoffel, Hoch, Abel
4:00 p.m.	Adjourn

EAST CENTRAL KANSAS COOPERATIVE IN EDUCATION
POST OFFICE BOX 621
BALDWIN CITY, KANSAS 66006

Greg Gaither, *Director*
913-594-6505

To: Interrelated Teaching Staff

From: Robert LaGarde

Re: Kansas Educational Publishers Instructional Materials Exhibit

Date: November 5, 1981

The results of the needs assessment forms which were distributed to interrelated teachers earlier this year have been summarized and the top five priorities you selected for inservice training look like this:

1. Improve student ability in a given area (Reading)
2. Deal with unique problems and techniques for different groups (LD,MR,..)
3. Establish and maintain student behavior that facilitates learning
4. Organize, set-up, and manage classrooms for effective instruction
5. Effectively utilize instructional materials

In response to priority #5, a resource has been identified which will provide valuable information related to the use and availability of the most current products in instructional materials. The flier attached to this sheet briefly previews the details of the Kansas Education Publishers Exhibits on November 17, 1981. You are encouraged to attend this session through the use of a professional leave day (or half-day). The Co-op will reimburse mileage for one car, round trip to Lenexa, from each district represented (maximum of four cars). Car pooling arrangements will be left to the convenience of the participants.

KANSAS EDUCATIONAL PUBLISHERS ASSOCIATION

1405 E. 30th, Hutchinson, Ks 67501

Allyn & Bacon, Inc.
Rockleigh, New Jersey 07646

American Guidance Service
Publishers Bldg.
Circle Pines, Minnesota 55014

Benefic Press
1250 Sixth Avenue
San Diego, California 92101

Bowmar/Noble Publishers, Inc.
4563 Colorado Blvd.
Los Angeles, California 90039

The Economy Company
P.O. Box 25308
Oklahoma City, Oklahoma 73125

Follett Publishing Company
1010 West Washinton Blvd.
Chicago, Illinois 60607

Harcourt Brace, Jovanovich, Inc.
7555 Caldwell Avenue
Chicago, Illinois 60648

D. C. Heath/American Book Co.
1550 Northwest Highway
Park Ridge, Illinois 60068

Holt, Rinehart and Winston
901 N. Elm Street
Hinsdale, Illinois 60524

Houghton Mifflin Company
1900 South Batavia Avenue
Geneva, Illinois 60134

Kansas State Reading Circle
715 West 10th Street
Topeka, Kansas 66612

MacMillan Publishing Co., Inc.
5602 Elmwood Avenue
Suite 101
Indianapolis, Indiana 46203

McDougal, Littell & Co.
P.O. Box 1667
Evanston, Illinois 60204

McGraw-Hill Book Company
13955 Manchester Road
Manchester, Missouri 63011

Charles E. Merrill
Publishing Co.
1300 Alum Creek Drive
Columbus, Ohio 43216

Prentice-Hall, Inc./Bk. Div.
Englewood Cliffs,
New Jersey 07632

Random House/McCormick
Mathers
201 East 50th St.
New York, New York 10022

Science Research Associates
155 N. Wacker Drive
Chicago, Illinois 60506

Scott, Foresman & Co.
1900 East Lake Avenue
Glenview, Illinois 60025

Steck-Vaughn Company
P.O. Box 2028
Austin, Texas 78768

Singer/Sve
1345 W. Diversey Parkway
Chicago, Illinois 60614

These are just a few of the many educational publisners that will be attending.

1981-82 EXHIBITS

Ks. Ed. Publishers Assoc. - Lawrence, Ks. - Harvard Johnson Motel - Nov. 17, 1981
Emporia - Emporia State Univ. June 15, 1982
Pittsburg - Pittsburg State Univ. June 17, 1982

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AGENDA

INSERVICE WORKDAY # 3

MARCH 26, 1982

TIME	TOPIC	PRESENTER	LOCATION
8:30	A. PRECISION TEACHING - UPDATE (ELEMENTARY FOCUS)	Barb Thompson	PARMENTER HALL
	B. ORGANIZATION AND IMPLEMENTATION OF AN EFFECTIVE MULTIDISCIPLINARY TEAM (SECONDARY FOCUS)	Co-op Staff	BALDWIN JR. HI.
9:30	BREAK		
10:00	A. INFORMAL ASSESSMENT: A. INFORMAL INVENTORIES B. CRITERION REFERENCED PROBES C. SHORT TERM OBJECTIVES (ELEMENTARY FOCUS)	Dr. Moran	PARMENTER HALL
	B. ASSERTIVE DISCIPLINE (SECONDARY FOCUS)	Dr. Otis Lovette Greg Gaither	BALDWIN JR. HI.
12:00	LUNCH		
1:00	A. INFORMAL ASSESSMENT: A. INFORMAL INVENTORIES B. CRITERION REFERENCED PROBES C. SHORT TERM OBJECTIVES (SECONDARY FOCUS)	Dr. Moran	PARMENTER HALL
	B. ASSERTIVE DISCIPLINE (ELEMENTARY FOCUS)	Dr. Otis Lovette Greg Gaither	BALDWIN JR. HI.
3:00	A. PRECISION TEACHING - UPDATE (SECONDARY FOCUS)	Barb Thompson	PARMENTER HALL
	B. ORGANIZATION AND IMPLEMENTATION OF AN EFFECTIVE MULTIDISCIPLINARY TEAM (ELEMENTARY FOCUS)	Co-op Staff	BALDWIN JR. HI.
4:00	ADJOURN		

PARMENTER HALL - BAKER UNIVERSITY

BALDWIN JR. HI. - ROOM #36 (Ann K's Room)

Inservice Workday #4

Agenda

May 21, 1982

1:00 p.m.	Review of Agenda and Activities
1:15 p.m.	Update Information on Student Lists Explanation and Details Regarding Classroom Inventory Checklist Small Group Meetings for Transfer of Student Records: Information to Receiving Teachers for Next Year Security and Storage of Student Records Over the Summer
2:00 p.m.	Review of SWEAT Sheet Data - Barb Thompson Turn in SWEAT Sheets, Precision Teaching Charts
3:00 p.m.	Small Group Meetings to Discuss Instructional Material Orders for Next Year: Elementary, Junior High, Senior High Teachers Meet with Respective IMC Committee Member Fill Out Requisition Forms Based on Sound Rationale
3:45 p.m.	Turn in IMC Materials at Coop IMC
4:00 p.m.	Adjourn

To: Data File

From: Project Coordinator

Re: Monthly Workshop and Inservice Training Report

The following information is a summary of the workshop and/or inservice training activities held by the Interrelated Project during the month of Oct. 1981.

WORKSHOPS/INSERVICE TRAINING

Topic	Date	Number Attending	Comments
1. Language Training Program - Sandra Jeffs	10-1-81	4 Parents 4 admin.	Informational Presentation somewhat fragmented - info. above level of parent understanding
2. Inservice Class	10-8-81	16	Lindsley - PT
3. Inservice Workday #1, Interrelated & Teaching Staff	10-9-81	15	Precision Teaching workshop; Data collection from teacher surveys
4. Inservice Class	10-15-81	7	Lindsley - PT
5. IMC - Committee Meeting	10-15-81	5	Provided initial organizational info. to IMC Committee
6. Inservice Class	10-20-81	18	Hudson - Elem. Focus
7. Barbour - Linwood Staff	10-21-81	7	Provided details of Etr. Ed participation in Inter Project
8. Spirit Inservice	10-22-81	2	Lawrence Free Presentation
9. Inservice Class	10-27-81	18	Clark - Secondary Focus
10. Speech Path Inservice	10-9-81	3	KSLHA Inservice Conference

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To: Data File

From: Project Coordinator

Re: Monthly Workshop and Inservice Training Report

The following information is a summary of the workshop and/or inservice training activities held by the Interrelated Project during the month of Nov. 1981.

WORKSHOPS/INSERVICE TRAINING

Topic	Date	Number Attending	Comments
1. Inservice Class	11-3-81	13	Wilson
2. Lawrence LRC	11-4-81	2	Inservice on decentralized IMC Model
3. Inservice Class	11-10-81		Alley
4. Ks. Ed. Publishers Exhibits	11-17-81	16	IMC materials display and Lecture
5. IMC Committee - Meeting	11-30-81	6	Review Materials Request Review Materials for IMC
6. Inservice Class	11-30-81	16	Chaffin

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To: Data File

From: Project Coordinator

Re: Monthly Workshop and Inservice Training Report

The following information is a summary of the workshop and/or inservice training activities held by the Interrelated Project during the month of Dec. 1981.

WORKSHOPS/INSERVICE TRAINING

Topic	Date	Number Attending	Comments
1. Inservice Class	12-8-81	17	Wholeness
2. Advisory Board Inservice	12-17-81	15	Discuss possible inservice related programs
3. Inservice for Independent Evaluators	12-18-81	3	Review W-J testing Provisions

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To: Data File

From: Project Coordinator

Re: Monthly Workshop and Inservice Training Report

The following information is a summary of the workshop and/or inservice training activities held by the Interrelated Project during the month of Jan. 1982.

WORKSHOPS/INSERVICE TRAINING

Topic	Date	Number Attending	Comments
1. Inservice Staff Advisory Council	1-12-82	6	IMC Committee Functions
2. Staff Inservice Workday # 2	1-29-82	14	Corrective Reading & Spelling - SRA

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To: Data File

From: Project Coordinator

Re: Monthly Workshop and Inservice Training Report

The following information is a summary of the workshop and/or inservice training activities held by the Interrelated Project during the month of Feb. 1982

WORKSHOPS/INSERVICE TRAINING

Topic	Date	Number Attending	Comments
1. IMC Committee meeting	2-10-82	6	Review Requests for Materials. Review Material for IMC purchase

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To: Data File

From: Project Coordinator

Re: Monthly Workshop and Inservice Training Report

The following information is a summary of the workshop and/or inservice training activities held by the Interrelated Project during the month of March 1982.

WORKSHOPS/INSERVICE TRAINING

Topic	Date	Number Attending	Comments
1. IRC Committee to Lawrence IRC	3-2-82	4	International Materials Selection Inservice
2. Ks. State CEC in Manhattan	3-5-82	3	Present Interrelated Data to CEC group
3. Staff Dev. Council	3-8-82	6	Inservice on data from Survey Sheets
4. State IRC Meeting - Salina	3-9/10-82	2	State Publishers Convention
5. Inservice Workday # 3	3-29-82	22	Assertive Discipline Informal Assessment

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To: Data File

From: Project Coordinator

Re: Monthly Workshop and Inservice Training Report

The following information is a summary of the workshop and/or inservice training activities held by the Interrelated Project during the month of April 1982.

WORKSHOPS/INSERVICE TRAINING

Topic	Date	Number Attending	Comments
1. IMC Committee Meeting	4-2-82	4	Review IMC requests Share info. from State IMC Meeting
2. National CEC - Interrelated Presentation	4-15-82	8	Interrelated Data Presented
3. Advisory Bd. Data Presentation	4-30-82	6	Favorable Eval.

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APPENDIX B

FORMS RELATED TO TEACHER SUPPORT AND TEACHER ACTIVITY

ECE Coop in Education
Request for Assistance
Record Form

Systematic Work Evaluation Appraisal Tally

Staff Member_____

SWEAT SHEET

School_____

Date	Student(s)	Gd.	*Person Contacted													*Support Services Requested														Total Time	Materials Requested
			1	2	3	4	5	6	7	8	9	10	11	12	13	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o		

* Codes: Person Contacted: 1-Director, 2-Asst. Director, 3-Project Coord., 4-School Psych., ~~5-Speech~~, 6-OT, 7-Gifted Cons., 8-Social Worker, 9-SPED Teacher, 10-Reg.Ed. Teacher with Handicapped Students, 11-Reg. Ed. Teacher without Handicapped Students, 12-Parent, 13-University Faculty

Support Services Requested: a-reevaluation, b-classroom obs., c-parent conference, d-child placement team meeting, e-IEP implementation, f-IMC asst., g-Behavioral control prog., h-consultation, i-inservice, j-KU resource, k-demonstration, l-admin. support, m-
n- , o-service eval.(1= inadequate, 2= adequate, 3= more than adequate)

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Teacher Daily Activity Report

Teacher _____

School _____

4-A

Daily Activities	Monthly Calendar																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Preparation for Instruction																					
Instruction																					
Observation																					
Individual Testing																					
Group Testing																					
Staff Consultation																					
Parent Consultation																					
At Home Preparation																					
Totals																					

Please report your daily teaching activities as described by the categories listed above. Report activities in minutes per activity per day.

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APPENDIX C

FORMS RELATED TO THE INSTRUCTIONAL MATERIALS CENTER

PAGE NO. 00001

R.C.R.C.I.E. MATERIALS INVENTORY

LOC	ACCS · NO.	LOAN	TITLE	PUBLISHER	QNTY	DESCRIPTION	PUR:DATE	COST
INC	VDW 4	Y	ANYTHING TO [illegible]	[illegible]	1	GRS. 3-4		0.00
INC	VDW 3	Y	CONFUSED WORDS	[illegible]	1	MASTERS K-2		0.00
INC	VDW 2	Y	CONFUSED WORDS VOCABULARY	[illegible]	1	MASTERS LEVEL K		0.00
E-3	VDW	Y	GROWTH IN GRAMMAR	[illegible]	1	[illegible]		0.00
E-3	VDW	Y	GROWTH AND GRAMMAR	DLM	3	EXERCISE WKBK - NOUNS AND PRONOUNS		0.00
E-3	VDW	Y	GROWTH AND GRAMMAR	DLM	3	EXERCISE WKBK - ADJECTIVES,ADVERBS,PREPS		0.00
E-3	VDW	Y	GAMING LT	PERFECTION FORM	1	VOCABULARY WORD PUZZLES		0.00
E-3	VDW	Y	GAMING LT	PERFECTION FORM	1	SPELLING WORD PUZZLES		0.00
E-3	VDW	Y	GAMING LT	PERFECTION FORM	1	PART OF SPEECH WORD PUZZLES		0.00
E-3	VDW	Y	GAMING LT	PERFECTION FORM	1	USAGE WORD PUZZLES		0.00
E-3	VDW	Y	GAMING LT	PERFECTION FORM	1	LANGUAGE WORD PUZZLES		0.00
E-3	VDW	Y	GAMING LT	PERFECTION FORM	1	PROSE AND POETRY WORD PUZZLES		0.00
E18	VDW	Y	PRINT CRAFT	SUPERIOR MFG.	1	RUBBER STAMP ALPHABET SET		0.00
PUM3	VDW	Y	VOCABULARY IV	VISUAL MATERIAL	1	MASTERS LEVEL 10-12		0.00
PUM3	VDW	Y	VOACHULARY III	MILLIKEN	1	MASTERS GRADES 7-9		0.00
PUM3	VDW	Y	THE VOCABULARY BOX	ED. INSIGHTS	1 KIT	INTERMEDIATE LEVEL		0.00
PUM3	VDW	Y	CAPITALIZATION & PUNCTUATION	BARNELL LOFT	1	PROGRAM FOR INDIVIDUALIZED INSTRUCTION		0.00
W3	VDW	Y	DECODING STRATEGIES	SRA	15	STUDENTS BOOKS		0.00
W-3	VDW	Y	DRAG RACING PIX DIX	BOWMAR	1	PICTURE DICTIONARY		0.00
W-3	VDW	Y	HORSES PIX DIX	BOWMAR	1	PICTURE DICTIONARY		0.00
W-3	VDW	Y	HORSES TROPHY BOOK	BOWMAR	2	WORKBOOK		0.00
W-3	VDW	Y	TROUBLE SHOOTER BOOK 8	HOUGHTON	1	ENGLISH ACHIEVEMENT WORKBOOK		0.00
W-1	VDW	Y	WORD HUNT PUZZLE #1	DLM	1	MASTERS		0.00
W-1	VDW	Y	CONTRACTION BOARDS #214	DLM	2			0.00
W-1	VDW	Y	WIPE CLEAN CARDS	MILLIKEN	1	R-CONTROLLED VOWELS&VOWEL COMB.		0.00

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IMC COMMITTEE GUIDELINES

Goal: To act in an advisory capacity to the Director on matters pertaining to the organization, distribution, and controlled growth of the East Central Kansas Cooperative instructional materials inventory.

Objectives:

1. To develop and implement a system for achieving a co-op wide instructional materials inventory.
2. To distribute an inventory document to each teacher
3. To monitor the expansion of the instructional materials inventory by reviewing all requests for additional materials.
4. To provide technical assistance to the Director on matters pertaining to the acquisition and distribution of instructional materials.

Activities:

1. The IMC committee will meet weekly for approximately one hour or more from September to December 1981, thereafter on a monthly basis.
2. The committee will review all purchase orders requesting materials to be purchased for individual teachers and for the Co-op IMC.
3. The committee will recommend action on the requests for purchase of materials based on the validity of the request.
4. The committee will recommend staff attendance at relevant instructional materials exhibits or training.
5. The committee will recommend relevant inservice training to address teacher needs relating to instructional materials.
6. The committee will recommend a student record keeping system co-op wide to implement a standard way to keep student progress records.
7. The committee will recommend basic skill series in reading, math, and language arts for inclusion in the IMC inventory.
8. The committee will work cooperatively with staff to achieve a useful basic inventory of instructional materials.

I.M.C.
INSTRUCTIONAL MATERIALS CENTER
GUIDELINES

IMC HOURS

The IMC is open Monday through Friday from 8:00 a.m. to 4:00 p.m. Teachers/staff may either visit the IMC directly or contact the IMC Coordinator directly or by phone (Tuesday through Friday) and request materials. Other times can be arranged by appointment.

CHECK-OUT PROCEDURES

Materials of both an instructional and professional nature are available for checkout from the IMC. In addition, teachers within the Coop may also have materials that they would be willing to loan on a short-term basis. Each teacher should have a computer print out which lists all the materials within the Coop.

*Checking out materials from the IMC-

Ditto master books-Ditto master books may be checked out for a two week period. If you are checking a new ditto book out you will see a note asking you to please make a xerox copy of the book before you take it from the IMC.

Other materials-Other materials may be checked out for an indefinite period of time. However, at the end of each 9-week grading period, you will be sent a list of all materials you have checked out from the IMC. You will be asked to indicate if you are still using these materials. If not, we would like to have them returned to the IMC so others can use them. (Please see attached IMC Checkout Procedures Sheet).

*Checking out materials from another teacher-

If you would like to borrow a material from another teacher, please contact the teacher directly. Each teacher is responsible for her own checkout procedures.

USE OF MATERIALS

MATERIALS ARE NOT TO BE CONSUMED, unless otherwise notified by the ma- IMC Coordinator. Materials may be utilized by the classroom teacher and student in various ways. Example: (1) Have the student respond on a sheet of paper, (2) Place acetate sheet over workbook pages or response pages, and (3) xerox the sheet.

If you should check out a material that is broken, damaged, or has missing parts, please return it with a note attached stating what is wrong with the material.

Before returning materials you have checked out, please check to see that all pieces are there.

TESTING FORMS

Each teacher/staff member is responsible for ordering his/her own testing forms (with the exception of the Brigance). The IMC has a limited supply of testing froms which are only for emergency situations.

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APPENDIX D

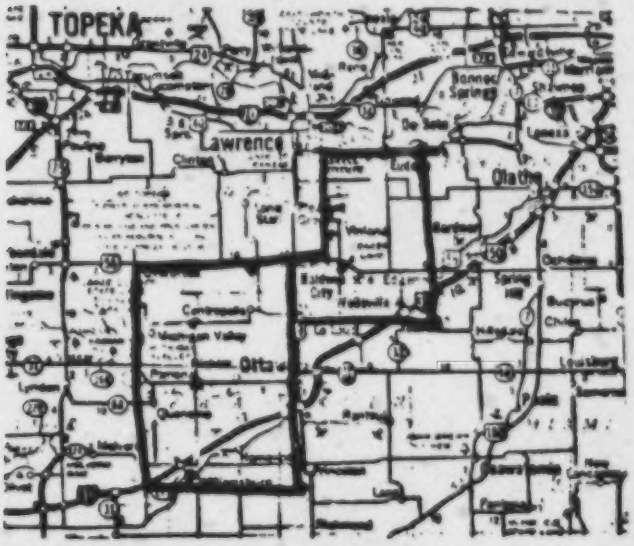
FORMS RELATED TO CONSUMER SATISFACTION

EAST CENTRAL KANSAS
COOPERATIVE IN EDUCATION

INTERRELATED PROJECT

ADVISORY BOARD

SITE VISITATION, SPRING 1982



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Interrelated Advisory Board

Agenda

April 30, 1982

9:00 a.m.	Assembly - E.C.K. Coop Administration Office Baldwin Junior High School
	a. Introductory Comments
	1. Where we were vs. where we are
	2. Review details of the Agenda
	b. Overview of E.C.K. Coop Activities Related to the Implementation of Interrelated SPED Services
	c. Review of Advisory Board Observations and Recommendations from Fall 1981 Site Visit
12:00 Noon	Lunch
1:00 p.m.	Advisory Board Thoughts for Program Modifications for the Coming Year Regarding Interrelated SPED Services - Small Group Interactions
3:00 p.m.	Reconvene from Group Meetings to Draft a Final Year-End Report
4:00 p.m.	Adjourn

Response to Recommendations from
Fall 1981, Advisory Board Site Visit

As a result of the Interrelated Project Site Visitation during the fall of 1981, several observations and recommendations were recorded by the Advisory Board relating to the interrelated SPED services being provided by the staff of the East Central Kansas Cooperative in Education. The Coop administrative staff carefully reviewed these recommendations in terms of their content, as applied to the interrelated SPED concept.

The following information is presented regarding the Coop's response to the Advisory Board recommendations:

1. Social objectives should be drafted for PSA students and included in the I.E.P.
   Action: Presently being attended to by staffing teams with social objectives being stated in the I.E.P.
2. Criteria should be set to determine if student educational needs are being met.
   Action: I.E.P. program recommendations are being reconciled with short-term objectives. Specific target behaviors are being set and documented quantitatively that these targets have been reached through I.E.P. objectives. Measures used to determine if objectives have been attained include criterion-referenced tests, behavioral charting, and use of the Brigance Inventories.
3. Review SPED class rosters focusing on student age ranges and possible need for a change in staff assignments.
   Action: Spring program needs assessment was implemented looking at projected student caseloads for next year, program increases or decreases, teacher needs, interrelated program needs, inservice suggestions for regular education and SPED. Communications have been initiated with building administrators and staff relating to the need for additional space, teaching and support staff, as well as financial considerations.
4. There appears to be an inconsistency in regular education/SPED communications across the Coop. Some effort should be made to improve communications and make information available in a consistent way.
   Action: Data collected via the Interrelated Project indicates that commu-

nications between regular education/SPED are two times as high as with any other staff members. See SWEAT Sheet Data. School Administration Survey seems to indicate communications between regular education/SPED are perceived as positive and productive.

5. Regular education materials should be made available or accessible to SPED teachers in order to implement regular education remedial support programs.
   Action: Discussions with building administration now in progress regarding availability of regular education texts for each handicapped student for next year.
6. Formal follow-up should be implemented for SPED students returning to regular education classrooms for educational services.
   Action: Each student returning to regular education is monitored for nine weeks via Mainstreaming Progress Report submitted by regular education teacher to the case manager. Monitoring of mainstreamed SPED students is required by the Kansas State Plan.
7. Program alternatives (academic and social) should be available for students who fall at the extremes of the mild to moderate ranges of handicapping conditions. Often interrelated classrooms may not serve their needs.
   Action: Coop philosophy includes least restrictive placement to most restrictive based on individual student needs. Regular monitoring of students, student performance measures, parent satisfaction are used to determine successful placements. If necessary out-of-district placement and institutionalization placement options are available.
8. Inservice training should be provided to regular education staff to provide information relating to toals, objectives, and theoretical concepts supporting interrelated SPED services.
   Action: Regular education inservice for next year in the planning stage. Needs assessment have been administered to SPED teachers asking their opinion of what regular education needs. Mini-inservice sessions were presented in Baldwin and Eudora this year regarding interrelated SPED services.
9. Some work in values clarification should be initiated with Junior High students who feel uncomfortable in being identified with EMR students in interrelated classrooms.
   Action: This problem is being addressed informally at the classroom level with consideration for student's opinions and needs. Regular education students are being invited to participate in activities in the resource classrooms to reduce the special class stigma.

10. A roster of SPED support personnel should be made available to regular education staff, along with a brief description of the service(s) they provide. This should facilitate a more efficient use of support staff skills.

    Action: E.C.K. Coop Parent's Handbook presently has this information included. This handbook will be revised for use with regular education staff to provide support staff information to regular education.

11. A resource person should follow a student when returning to the regular classroom to provide transitional support services.

    Action: This is normally included in the I.E.P. Formalized planning time between regular education/SPED was intended for this year. This will be attempted again for next year.

12. SPED staff should be provided with inservice training to update skills on formal and informal assessment.

    Action: Two inservices initiated this year to support information on assessment - Corrective Reading Workshop and Informal Assessment Training presented this spring by Mary Moran from K.U. The use of the Brigance Inventories and continuous measurement have also been adopted by the Coop to support assessment efforts.

13. SPED staff should be provided with curriculum and instructional supervision on a regular basis with periodic inservice training to update their knowledge of new instructional approaches and support materials.

    Action: SRA Corrective Reading Inservice, Sprint Materials Inservice, Kansas Publishers Instructional Materials Display, Assertive Discipline Workshop have been attempts to provide curriculum resource material for this year. Instructional supervision will be provided on a more frequent basis for next year.

14. SPED teachers should be encouraged to challenge students and expect more from them (set higher cognitive goals).

    Action: Through teacher evaluation procedures higher cognitive goals for students have been discussed and implemented.

15. Use older SPED students in consumer satisfaction survey.

    Action: This is being planned for next year. Most likely a pretest in the fall, a mid-year survey, and a posttest in the spring will provide the baseline data needed for future comparisons.

16. Establish a basic curriculum focus across the coop (i.e. remedial, learning strategies, adaptation, or alternative curriculum).

FINAL REPORT

CONTENTS

I. Summary of the Interrelated Project Activities in Support of the Objectives Stated for the First Activity Year.

A. Co-op Descriptive Data

B. Teachers Certification Data

C. Distribution of SPED Student Population by Classroom

D. Purposes and Sources of Data

E. Inservice Activities

F. Teacher Data

G. Student Data

H. Program and Job Satisfaction Data

I. Information Dissemination Efforts

II. Summary of previous Advisory Board recommendations and Co-op response from the Fall of 1981.

III. Advisory Board Review and Recommendations regarding the proposed State Guidelines for Approval of SPED Services.

IV. Advisory Board recommendations for interrelated program modifications for the coming year 1982-83/

V. Advisory Board Evaluations of the Interrelated Project's first activity year (quantitative and qualitative).

Membership Roster
Interrelated Project
Advisory Board

- Betty Weithers - representing Ks. State Dept. of Education
Kansas State Dept. of Education
Division of Field Services
120 E. 10th Street
Topeka, Kansas 66612

* Virginia Preheim - representing SPED Teachers
Special Education Teacher
Eudora Junior High School
900 Main
Eudora, Kansas 66025

* Gerald Tilley - representing Reg. Ed. Administrators High School Level
Principal
Eudora High School
Box 457
Eudora, Kansas 66025

* Professor Floyd Hudson - representing Univ. of Kansas SPED Curriculum and Instructional Programming
8727 W. 66th Terrace
Merriam, Kansas 66202

Harry Peckham - representing Service Consumers in Rural Communities
R.R. 1
Rantoul, Kansas 66092

* Bill Vivers - representing Rural SPED Coop Services
Director
East Central Kansas SPED Cooperative
P.O. Box 268
Paola, Kansas 66071

* Barbara Oshel - representing SPED Interrelated Services
Special Education Teacher
Wellsville High School
Box 537
Wellsville, Kansas 66092

* Jerry Peterson - representing Reg. Ed. Administrators Elem. Level
Principal
Wellsville Elementary School
Box 537
Wellsville, Kansas 66092

* Professor Jerry Chaffin - representing Univ. of Kansas SPED Administration
SPED Dept.
Haworth Hall
University of Kansas
Lawrence, Kansas 66045

* Sharon Retschlag - representing SPED Director
Director's Office
Leavenworth Co. SPED Cooperative
624 Olive Street
Leavenworth, Kansas 66048

Performance Objectives

For Advisory Board Evaluation RE:

Interrelated Project First Year of Service Activity

Objective 1. To organize and implement 14 interrelated classrooms serving handicapped students from K-12 within the four districts served by the East Central Kansas Cooperative In Education. (Circle One)

1. Project activities do not satisfy the objective as stated.
2. Project activities somewhat satisfy the objective as stated.
3. Project activities satisfy the objective as stated.
4. Project activities clearly satisfy the objective as stated.
5. Project activities clearly satisfy the objective in both letter and intent.

Objective 2. To conduct and evaluate an inservice program adequate for training teacher competencies needed to implement an interrelated program and develop a manual on inservice strategies. (Circle One)

1. Project activities do not satisfy the objective as stated.
2. Project activities somewhat satisfy the objective as stated.
3. Project activities satisfy the objective as stated.
4. Project activities clearly satisfy the objective as stated.
5. Project activities clearly satisfy the objective in both letter and intent.

Objective 3. To identify and provide needed support services for teachers assigned to interrelated classrooms for the areas of behavior management, instructional planning and instructional methods and materials. (Circle One)

1. Project activities do not satisfy the objective as stated.
2. Project activities somewhat satisfy the objective as stated.
3. Project activities satisfy the objective as stated.
4. Project activities clearly satisfy the objective as stated.
5. Project activities clearly satisfy the objective in both letter and intent.

Objective 4. To identify and utilize procedures which maximize the effectiveness of interrelated classrooms in the areas of:

a. Utilization and scheduling of staff time for instruction , observation, testing, consultation, and meetings.

b. Scheduling of students into the classroom who have similar and different curricular foci and instructional objectives.

c. Arrangement and equipment of the physical facility to optimize management and instruction.

d. The assignment and utilization of paraprofessional staff adequate for varying instructional loads and pupils' instructional and management needs.

1. Project activities do not satisfy the objective as stated.
2. Project activities somewhat satisfy the objective as stated.
3. Project activities satisfy the objective as stated.
4. Project activities clearly satisfy the objective as stated.
5. Project activities clearly satisfy the objective in both letter and intent.

Objective 5. To facilitate and document evidence of consumer acceptance and satisfaction with the interrelated service delivery alternative. (Circle One)

1. Project activities do not satisfy the objective as stated.
2. Project activities samewhat satisfy the objective as stated.
3. Project activities satisfy the objective as stated.
4. Project activities clearly satisfy the objective as stated.
5. Project activities clearly satisfy the objective in both letter and intent.

Objective 6. To investigate and document evidence of the effectiveness of the interrelated program in producing adequate student progress and achievement as compared to a more traditional categorical service delivery program in a cooperative similar to the East Central Kansas Cooperative In Education. (Circle One)

1. Project activities do not satisfy the objective as stated.
2. Project activities somewhat satisfy the objective as stated.
3. Project activities satisfy the objective as stated.
4. Project activities clearly satisfy the objective as stated.
5. Project activities clearly satisfy the objective in both letter and intent.

Overall evaluation of the interrelated project related to achieveing the objectives stated for the first project activity year.

1. Project objectives were not met.
2. Project objectives were partially met.
3. Project objectives were met for the most part.
4. Project objectives were met with useful data as a product.
5. Project objectives were met and there appears to be overall satisfaction within the Co-op with the interrelated SPED concept.

Questions for Advisory Board Considerations

1. How to organize and implement effective distribution of paraprofessionals?

2. How to determine SPED students who do not fit the interrelated service concept and what alternatives should we provide?

3. How to initiate times within a Teacher's schedule to interact with regular education Teachers on mainstreaming problems, consultation of material and curriculum modification, special strategies for regular classroom, etc.

4. How to provide consistant instructional and curricular technical assistance to interrelated teachers?

5. How do you determine a maximum caseload for an interrelated teacher?

6. Define mild, moderate, and severe for purposes of interrelated program placement?

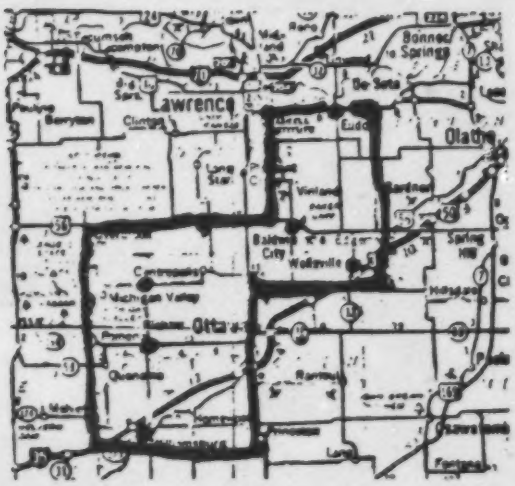
7. Definition of appropriate role of interrelated instructional staff?

RESULTS OF
EAST CENTRAL KANSAS
COOPERATIVE IN EDUCATION

INTERRELATED PROJECT

ADVISORY BOARD

SITE VISITATION, FALL 1981



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Contents

I. Introduction

II. Overview

III. Advisory Board Observations

IV. Evaluation Procedures

V. Findings

VI. Conclusion

Summary of Results

East Central Kansas Cooperative in Education
Interrelated Project Advisory Board
Site Visit, December 1981

I. Introduction

The first meeting of the East Central Kansas Cooperative in Education Interrelated Project Advisory Board commenced at 8:30 a.m., December 17, 1981. The following members were present:

Betty Withers - Kansas State Department of Education
Bill Vivers - Director Paola SPED Co-op
Virginia Preheim - Junior High SPED Teacher
Barb Oshel - Senior High SPED Teacher
Gerald Tilley - Regular Education High School Administrator
Jerry Peterson - Regular Education Elementary Administrator
Floyd Hudson - University of Kansas SPED Curriculum Representative
Jerry Chaffin - University of Kansas SPED Administration Representative
Harry Peckham - Community Representative

The agenda was organized around the format presented on page 2 of this summary.

The Advisory Board members were assigned to teams for the site visits. The focus of the site visits was to gather information regarding:

1. Interrelated SPED teachers and classrooms
2. Regular Education opinions and perceptions of interrelated SPED services
3. School administrator's opinions and perceptions of interrelated services
4. Parent perceptions of interrelated SPED services and their effects on students

Each team was assigned to visit certain schools within the Co-op to determine positive aspects and recommendations regarding interrelated SPED services.

Advisory Board members were presented with a brief overview of the Interrelated Project before going into the field. Following the site visits, the teams collated their perceptions in rough draft form, to be entered into the narrative of the final report.

Interrelated Advisory Board

Agenda

December 17, 1981

8:30 a.m.	Assembly - Co-op Administration Office - Baldwin Junior High a. Introductions - Advisory Board Members/Co-op Staff b. Overview of E.C.K. Co-op Organization and Activities Related to the Implementation of Interrelated SPED Services c. Team Assignments and Review of Onsite Visitation Procedures and Measures to be Used d. Discussion, Questions and Answers
10:00 a.m.	Teams travel to co-op schools
10:30 a.m.	Site visitations
12:00 noon	Field based luncheon
12:30 p.m.	Continued site visitations
2:00 p.m.	Reconvene at Co-op Administration Office-Baldwin Debriefing and assignment to final report writing groups
3:00 p.m.	Review final draft of Advisory Board perceptions, questions and answers, date for Spring site visitation
3:30 p.m.	Adjourn

II. Overview

The East Central Kansas Cooperative in Education, #614, serves four primarily rural districts: #287, 289, 348 and 491. These districts are located in five counties in east-central Kansas and serve a total of 2,972 kindergarten through grade 12 students. The Cooperative provides special education services for approximately 335 mild to moderately handicapped children who meet the categorical description of Educable Mentally Retarded, Behavior Disordered, Learning Disabled and Communication Disordered, and who reside in these districts.

A. Staffing-FTE-Administration, Instructional, and Support Staff	FTE
1. Director	1
2. Assistant Director/Work Study Coordinator	1
3. Project Coordinator	1
4. Clerk	1
5. Secretaries	2
6. Interrelated Teachers	15.5
7. School Psychologists	3
8. Speech Pathologists	2.5
9. Social Worker	1
10. Occupational Therapist	1

B. Budget - Interrelated Project	
1. Federal funds (VI-B)	$55,250
2. State funds	32,240
3. Local funds	23,150

C. Number of years Co-op has been in operation 4.5 years

Instructional Materials:

The Co-op Instructional Materials Center (IMC) is based at central location within the boundaries of the Co-op, at the administrative office site in Baldwin. At present the time the IMC consists of approximately 100 titles, predominately basic skills materials with some supportive materials. The Center is also a resource for A-V equipment available for loan to the various interrelated classrooms throughout the Co-op.

The IMC is organized as a decentralized support service, as most of the Co-op inventory of instructional materials are field based within the interrelated classrooms. Teachers in the Co-op have a specific amount of money budgeted for use to purchase materials needed to support instructional programs for students placed in the interrelated classrooms. The basic thrust of the IMC is to provide materials support in addition to what is available locally.

An inventory of all instructional materials available within the Co-op has just been completed. A catalog of this inventory will be available to all Co-op personnel after the first of the year. It is our hope to initiate inter-school as well as inter-district exchange of materials to encourage maximum utilization of the materials we have available.

III. Advisory Board Observations:

The Advisory Board teams looked at four basic areas to gather information regarding interrelated SPED services:

1. interrelated SPED teachers and classrooms
2. building administrators
3. regular education teachers
4. parents

Observations related to these areas are listed below:

1a. There appears to be a need to establish criteria to determine if a student's educational program is meeting his needs as intended via the IEP.

b. The class size and age ranges of students in the interrelated programs need to be monitored in terms of providing appropriate instructional environments.

c. Student academic and social needs should be specified on the IEP. Example - PSA students should have personal and social behavioral goals stated. Junior and senior high students should have Career Ed/Vocational goals stated. There should be a basic curriculum focus across the co-op, i.e. remedial, learning strategies, adaptation or alternative programs.

d. Regular education materials should be made available to SPED teachers in order to address student curriculum needs as required in a regular education classroom.

e. Administrators should encourage staff to participate in regular education/SPED dialogue across the co-op schools, to provide continuity in programs from district to district.

f. The co-op administration should plan for alternatives to interrelated services when student performance places them at the extremes of the mild to moderate range of skills.

g. An inservice should be scheduled with regular education staff throughout the co-op to explain the organization, goals, and implementation of the Interrelated Project.

h. An inservice should be scheduled with interrelated teachers to present current best practices in formal and informal assessment techniques.

i. There appears to be a wide range of availability of instructional materials across the co-op. There should be regular curriculum and instructional supervision, supported by periodic inservice describing new instructional methods and materials.

j. Teachers should be encouraged to challenge their SPED students and expect more from them (set higher cognitive goals for students).

k. Secondary SPED students should be included in surveys as service consumers.

l. Some junior high LD students expressed negative feelings about being identified with EMR students.

m. Follow-up is needed on SPED students returning to regular education classrooms for educational services.

n. More frequent interaction between co-op SPED staff is recommended in order to discuss common classroom problems and solutions; to keep informed as to what other staff members are doing; to share ideas with each other regarding curriculum or instructional methods.

*o. Overall there seemed to be positive feelings about the interrelated SPED services from the Co-op SPED staff who were observed.

2a. Building administrators seemed pleased about having SPED students from their community participating in community based SPED programs.
b. Interrelated services appear to be more cost-efficient.
c. No decrease in student performance has been noted since the implementation of interrelated services.
d. SPED provides support to regular teachers while assisting students in a resource room setting.
e. Some scheduling problems were identified in mainstream high school classes because of lack of class sections.
f. Some elementary teachers felt that the SPED teacher did not have enough time with her students to be effective.
g. Students at junior high level were reluctant to be identified with EMR classmates.
h. More time is needed for communication between regular education and SPED staff.
i. More time is needed for interrelated students to participate in SPED programs.
j. The fewer number of students served by SPED may be of some concern to regular education teachers.
k. Some interrelated students are doing poorly in regular education classes.
l. Administrators are concerned about the effectiveness of itinerate SPED teachers serving more than one building.
m. There are concerns that interrelated teachers are not certified as multicatagorical and therefore may have problems dealing with the educational needs of LD, EMR, and PSA students placed in a common classroom setting.
n. The interrelated concept does not appear adequate to deal with the upper or lower extremes of performance behavior presented by LD, EMR, or PSA students.
o. Administrators do not understand the foundation of precision teaching.
*p. Administrators generally feel positive about interrelated services.

3a. Regular education staff would like a roster of interrelated support staff, their duties and responsibilities, and short synopsis of their expertise.
b. Improved communication between regular education and SPED regarding roles and responsibilities as related to interrelated SPED services.
c. Regular education would like to see a tutor follow SPED students into the regular classroom and be available to assist with mainstreaming on a full time basis.
d. Mainstream teachers would like access to SPED materials.
e. Some SPED students should spend more time in a structured environment rather than a regular classroom.
*f. Regular education teachers seemed generally satisfied with SPED services and personnel.

4a. Parents felt a need for full time staff where part time staff are now employed.
b. Parents felt their children were happier in SPED programs.

c. Some students have had no contact since leaving the high school SPED program. Parents feel the need for follow-up after educational services end.
d. Parents feel that schools do an adequate job in establishing parent contact.
*e. Parents expressed general satisfaction with interrelated SPED services.

IV. Evaluation Procedures:

Each team was asked to administer the following measures in an attempt to gather quantifiable information related to the interrelated concept.

1. Special Education Teacher and Classroom Checklists (4):

   Classroom environment survey, emotional climate and classroom behavior survey, instructional organization and efficiency, methods and materials, teacher observation sheet

2. Regular Education Teacher Perception Survey:

   Client Perceptions of Co-op Services Questionnaire

3. Administrator Perception Survey:

   Administrator Survey Questionnaire

4. Parent Perception Survey:

   Parent Information Survey

Additional information was gathered through interviews with teachers (regular education and special education), building administrators, and parents. Classroom observations also yielded constructive information relating to teacher performance and teaching environment.

V. Findings:

The Advisory Board was asked to provide an assessment of Co-op Interrelated Program Activities via interview and observation data collected from SPED teachers, regular education teachers, administrators, and parents of students participating in the program.

A. Service Data Summary from SPED Survey:

Four SPED classrooms were surveyed to gather information regarding interrelated SPED services, including 2 elementary; 1 junior high; 1 senior high. Survey areas included classroom physical environment; classroom emotional climate and behavior; instructional organization and efficiency; survey of methods and materials. A five point Likert scale was used to assess variables under each of the areas listed above. The limits of the scale ranged from inadequate (1) to excellent (5).

inadequate 1	2	adequate 3	4	excellent 5

	Elem.	Jr. Hi	Sr. Hi	Aver.
Classroom environment	Mean = 2.65	4.22	4.0	3.62
Classroom Emotional Climate and Behavior	3.6	4.0	4.0	3.86
Instructional Organization and Efficiency	4.4	4.0	3.7	4.03
Methods and Materials	3.0	3.0	3.0	3.0
Overall Mean	3.4	3.8	3.6	3.62

B. Client Perception Survey:

Seven regular education teachers were asked to fill out a client perception curvey. These teachers were consumers of SPED services in that interrelated students were served by them through a mainstream approach. This sample included: 1 elementary teacher; 5 junior high teachers; 1 senior high teacher. SPED students served by these teachers included LD, PSA, Speech Impaired.

Areas surveyed included: demographic information, awareness of Co-op SPED services, Co-op on-site assistance, assistance from co-op Central Office, materials loan from IMC, Co-op information services, inservice training, general reactions. The following is a summary of information taken from the client perception surveys.

1. All teachers surveyed indicated an awareness of the SPED services available in their area.
2. Five of the seven teachers surveyed reported that they had received on-site assistance from Co-op staff and that this assistance was useful in serving SPED students in a regular education setting.
   One teacher had not requested Co-op on-site assistance, another had received assistance through informal Co-op staff contacts.
3. None of the teachers reporting had requested or received assistance from the Co-op Central Office.
4. Six teachers reported that they had not used the Co-op IMC services and were not aware of them. Most commented that they depended on the SPED teachers for resource materials. Several felt the use of regular education materials was appropriate when students were being served in regular education classroom. One teacher reported that the service and materials provided by the IMC was useful.
5. None of the reporting teachers had requested or made use of the Co-op IMC information services.
6. Five of the seven respondents indicated an awareness of the Co-op Inservice Training resources and found the inservice training session presented in the fall to be useful. Two respondents were unaware of Co-op Inservice as a resource.
7. Six of those surveyed agreed that Co-op SPED services were not available from any other resource. One felt that a local mental health center could provide some supportive psychological services.

Comments regarding additional services these teachers would like to suggest.

1. To fit the actual needs of students - more teachers, more psychologist time; PSA students in self-contained programs.
2. Return to self-contained classrooms for SPED services; more personnel to work with special students.
3. Better communications between regular education and Co-op; procedures for making referrals, specific services available, information about IMC. Who is responsible to initiate referral - referral procedures?

4. Mainstreamed SPED students should be in resource room for study periods. Suggest that a para accompany student when mainstreamed on a full time basis. Para could also act as a tutor, conduct parent conferences, and track child performance.
5. More full time SPED personnel needed; psychologist should be able to provide individual counseling.
6. IMC materials available in area of secondary education.
7. More math aids and materials available.

B. Administrator's Survey:

Four building administrators were interviewed in terms of their perceptions of interrelated SPED services. The results of these interviews were reported as program strengths; program weaknesses; and administrative concerns.

1. Program Strengths:

   a. SPED students are involved in educational programs within their home communities, reducing transportation problems.
   b. Program provides support for regular education teachers who have students with learning difficulties, plus support to teachers who serve mainstreamed students.
   c. Program appears to be more cost efficient.
   d. Students appear to be more willing to participate in the program.
   e. No observable reduction in SPED student performance has been noted.

2. Program Weaknesses:

   a. Some academic scheduling problems with mainstreamed students because of lack of class sections in high school.
   b. Elementary teachers feel that SPED teachers do not have enough time with students in a resource room setting.
   c. At junior high level, students with mild handicapping conditions (LD) were reluctant to be identified with the same instructional setting as students with more obvious handicaps (EMR).
   d. More time is needed for communication between regular education and SPED staff to discuss problems and solutions.
   e. The lower teacher/pupil ratio in SPED effects regular education attitudes towards mainstreaming.
   f. Interrelated teachers need to work with SPED students for longer periods of time, less student time in mainstream program.

3. Administrative Concerns:

   a. Some interrelated students are doing poorly in their regular classes.
   b. Itinerate nature of interrelated staff causes concern about how much teaching is being accomplished when staff move from building to building.
   c. Interrelated teachers are not certified across all catagories (LD, PSA, EMR) to handle all students assigned to interrelated classrooms.

d. Interrelated programs appear to be appropriate for the mid-range mild to moderate LD, PSA, or EMR student, but appears inappropriate for students falling in the extreme ranges of these areas. No alternatives are being provided for extreme-range students.
e. Administrators and regular education staff do not understand precision teaching techniques as applied to continuous measurement of SPED student performance.

D. Parent Survey:

Nine parents were contacted via telephone to provide information relating to their perception of interrelated SPED services. Interview questions were taken from a standard format. A five point Likert scale was used to determine parent agreement or disagreement with statements about interrelated SPED services taken from the parent questionnaire.

Parents appeared to be generally satisfied with the educational programs and services being provided for their children via interrelated SPED services. The overall mean for parent satisfaction with the SPED services being provided was computed as 4.24 of maximum possible satisfaction score of 5.0.

VI. Conclusions/Recommendations

The Advisory Board met as a group following the school on-site visits to draft a consensus of conclusions and recommendations from their perceptions of interrelated SPED services being provided by the East Central Kansas Cooperative in Education.

1. Social objectives should be drafted for PSA students and included in the I.E.P.
2. Criteria should be set to determine if student educational needs are being met.
3. Review SPED class rosters focusing on student age range and possible need for a change in staff assignments.
4. There appears to be an inconsistency in regular education/SPED communi- across the co-op. Some effort should be made to improve communications and to make information available in a consistent way.
5. Regular education materials should be made accessible to SPED teachers in order to implement regular education remedial support programs.
6. Formal follow-up should be implemented for SPED students returning to regular education classrooms for educational services.
7. Program alternatives (academic and social) should be available for students who fall at the extremes of the mild to moderate ranges of handicapping conditions. Often interrelated classrooms will not serve their needs.
8. Inservice training should be provided to regular education staff to provide information relating to the goals, objectives, and theoratical concepts supporting interrelated SPED services.
9. Some work in values clarification should be initiated with junior high students who feel uncomfortable in being identified with EMR students in an interrelated classroom.
10. A roster of SPED support personnel should be made available to regular education staff, along with a brief description of the service(s) they provide. This should facilitate a more efficient use of support staff skills.

11. A resource person should follow a student when returning to the regular classroom to provide transitional support services.
12. SPED staff should be provided with inservice training to update skills on formal and informal assessment.
13. SPED staff should be provided with curriculum and instructional supervision on a regular basis with periodic inservice training to update their knowledge of new instructional approaches and support materials.
14. SPED teachers should be encouraged to challenge students and expect more from them (set higher cognitive goals).
15. Use older SPED students in consumer satisfaction survey.
16. Establish a basic curriculum focus across the co-op (i.e., remedial; learning strategies; adaptation; or alternative curriculum).
17. In situations where they are now part time SPED personnel providing services some careful consideration should be given to the need for a fill-time person.

*In summary, there appeared to be overall satisfaction within the East Central Kansas Cooperative in Education with interrelated SPED services, from parents, administrators, regular education mainstream teachers, and SPED interrelated teachers involved with providing SPED via the interrelated classroom concept.

People Evaluating Programs (PEP)

Consumer Satisfaction Surveys

ADMINISTRATOR'S SURVEY

This survey has been written for the purpose of obtaining information relative to your satisfaction with and opinion of the special education services available in your district.

Each statement is followed by numerals 0, 1, 2, 3, 4, and 5, which correspond to the following rating scale of disagreement to agreement (with 0 representing a statement which does not apply to your situation):

0	1 2 3 4 5
Does Not Apply	Strongly Disagree — Strongly Agree

PLEASE CIRCLE THE NUMERAL WHICH BEST REPRESENTS YOUR OPINION FOR EACH STATEMENT. THANK YOU FOR YOUR COOPERATION.

1.	Your diagnostic teams' evaluations are thorough.	0 1 2 3 4 5
2.	The parents express satisfaction about special services offered in this building.	0 1 2 3 4 5
3.	I feel comfortable evaluating special education teachers in my building.	0 1 2 3 4 5
4.	There is usually a reasonable amount of time between the time the diagnostic team receives permission to test and the time the staffing is held.	0 1 2 3 4 5
5.	Special education and regular education teachers work cooperatively in this building to meet the needs of special education students.	0 1 2 3 4 5
6.	Regular classroom teachers in my building understand the referral procedure for all exceptionalities served within this building.	0 1 2 3 4 5
7.	Procedures used to measure academic growth of exceptional students are adequate.	0 1 2 3 4 5
8.	Special education teachers have sufficient equipment to individualize for students' preferred learning styles.	0 1 2 3 4 5
9.	Special education students are accepted by the regular students in this building.	0 1 2 3 4 5
10.	Students in need of special help are being adequately served by special services in my building.	0 1 2 3 4 5
11.	The concept of IEP's for special education has been adequately explained to me.	0 1 2 3 4 5
12.	Special education professional support staff serving this building keep me informed about their program.	0 1 2 3 4 5
13.	I have adequate building space to accommodate special education programs.	0 1 2 3 4 5
14.	The special education teacher's role in this building is clearly defined and understood by the rest of the staff.	0 1 2 3 4 5
15.	My supervisory role regarding special education personnel who serve this building is clearly defined.	0 1 2 3 4 5
16.	Staff members in my building accept and work with special education students in my building.	0 1 2 3 4 5
17.	Exceptional students are the responsibility of the entire staff.	0 1 2 3 4 5
18.	The overall quality of SPED services in my building or district is excellent.	0 1 2 3 4 5

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SPECIAL EDUCATION TEACHERS SURVEY

This survey has been written for the purpose of obtaining information relative to your satisfaction with and opinion of the special education services available in your district.

Each statement is followed by numerals 0, 1, 2, 3, 4, and 5, which correspond to the following rating scale of disagreement to agreement (with 0 representing a statement which does not apply to your situation):

0	1	2	3	4	5
Does Not Apply	Strongly Disagree				Strongly Agree

PLEASE CIRCLE THE NUMERAL WHICH BEST REPRESENTS YOUR OPINION FOR EACH STATEMENT. THANK YOU FOR YOUR COOPERATION.

1.	I routinely administer pre and post tests to assess growth (IEPs, graphs).	0	1	2	3	4	5
2.	I have a reasonable amount of planning time.	0	1	2	3	4	5
3.	The special education students are accepted by the regular students in my building.	0	1	2	3	4	5
4.	My input is considered when I attend staffings. (Respond only if appropriate).	0	1	2	3	4	5
5.	IEPs help me monitor and organize my pupil's programs.	0	1	2	3	4	5
6.	I have a workable number of (staffed) students for me to do an effective job.	0	1	2	3	4	5
7.	There is sufficient professional support staff available to me from the District for me to do an effective job.	0	1	2	3	4	5
8.	There is usually a reasonable amount of time between the time the Diagnostic Team received the permission to test and the time the staffing was held.	0	1	2	3	4	5
9.	The annual goals of my students reflect their greatest needs.	0	1	2	3	4	5
10.	I have adequate supplies, textbooks and equipment available for all participating students.	0	1	2	3	4	5
11.	Diagnostic Team evaluations are thorough.	0	1	2	3	4	5
12.	I explain each student's annual goals to him/her.	0	1	2	3	4	5
13.	The required parent conferences I hold are worth the time and effort they take.	0	1	2	3	4	5
14.	The in-services I have received have improved the quality of my program.	0	1	2	3	4	5
15.	Students in my classroom are appropriately placed.	0	1	2	3	4	5
16.	Teachers and administrators in my building are supportive of my program.	0	1	2	3	4	5
17.	I consider the space, location, and physical facilities of my class to be adequate.	0	1	2	3	4	5
18.	I receive adequate notification when a child is to be placed in my classroom.	0	1	2	3	4	5
19.	The students in my class are mainstreamed to the extent which I think is appropriate.	0	1	2	3	4	5
20.	Most teachers in my building are willing to modify programs for mainstreamed students.	0	1	2	3	4	5
21.	The overall quality of SPED services in my building(s) is excellent.	0	1	2	3	4	5

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REGULAR CLASSROOM TEACHERS OPINION SURVEY

This survey has been written for the purpose of obtaining information relative to your satisfaction with and opinion of the special education services available in your district.

Each statement is followed by numerals 0, 1, 2, 3, 4, and 5, which correspond to the following rating scale of disagreement to agreement (with 0 representing a statement which does not apply to your situation):

0	1	2	3	4	5
Does Not Apply	Strongly Disagree				Strongly Agree

PLEASE CIRCLE THE NUMERAL WHICH BEST REPRESENTS YOUR OPINION FOR EACH STATEMENT. THANK YOU FOR YOUR COOPERATION.

1.	Exceptional students in my building benefit from special services.	0 1 2 3 4 5
2.	I can work with the special education teachers in my building.	0 1 2 3 4 5
3.	There is adequate follow-up on mainstreamed students by the special education teacher.	0 1 2 3 4 5
4.	There is usually a reasonable amount of time (4 weeks) between the time a student is referred and the staffing.	0 1 2 3 4 5
5.	The recommendations of the diagnostic team have been appropriate and workable.	0 1 2 3 4 5
6.	I feel qualified to teach exceptional students in my classroom.	0 1 2 3 4 5
7.	Consultive help from special services personnel has helped me maintain difficult students in my classroom.	0 1 2 3 4 5
8.	I have input into decisions made at staffings.	0 1 2 3 4 5
9.	The exceptional students in my classroom are readily accepted by the rest of the students.	0 1 2 3 4 5
10.	Members of the diagnostic team are available to discuss specific concerns regarding students in my classroom.	0 1 2 3 4 5
11.	Exceptional students are the responsibility of the entire building staff.	0 1 2 3 4 5
12.	I understand the role of the special education teachers in my building.	0 1 2 3 4 5
13.	I feel comfortable in my contacts with the diagnostic team.	0 1 2 3 4 5
14.	My class size is adequate to meet the needs of exceptional students mainstreamed into my classroom.	0 1 2 3 4 5
15.	Exceptional students in my classroom benefit from the services received from the special education teacher.	0 1 2 3 4 5
16.	I have adequate skill in modifying materials and environment in order to maintain exceptional students.	0 1 2 3 4 5
17.	The special education teacher provides workable classroom suggestions, methods and materials for mainstreamed students.	0 1 2 3 4 5
18.	The overall quality of special education services is excellent.	0 1 2 3 4 5

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Support Staff Survey

This survey has been written for the purpose of obtaining information relative to your satisfaction with and opinion of the special education services available in your district.

Each statement is followed by numerals 0, 1, 2, 3, 4, and 5, which correspond to the following rating scale of disagreement to agreement (with 0 representing a statement which does not apply to your situation):

0	1	2	3	4	5
Does Not Apply	Strongly Disagree				Strongly Agree

PLEASE CIRCLE THE NUMERAL WHICH BEST REPRESENTS YOUR OPINION FOR EACH STATEMENT. THANK YOU FOR YOUR COOPERATION.

1.	When I provide appropriate materials, recommendations, or IEP's, classroom teachers implement recommended programs for individual students.	0	1	2	3	4	5
2.	Procedural information is well-defined and consistant across special education services.	0	1	2	3	4	5
3.	My work assignment is reasonable and enables me to give adequate service to the population I serve.	0	1	2	3	4	5
4.	Teachers appear to have an awareness and understanding of my job responsibilities.	0	1	2	3	4	5
5.	When necessary, teachers are usually cooperative in setting up conferencing times with support staff members.	0	1	2	3	4	5
6.	Screening and staffing recommendations are jointly made decisions from building and support staff personnel.	0	1	2	3	4	5
7.	I feel accepted in each of the buildings I serve.	0	1	2	3	4	5
8.	My building principals support me in my efforts to complete my work.	0	1	2	3	4	5
9.	The system of referral for a child is working well.	0	1	2	3	4	5
10.	The specialists have sufficient time to complete evaluations once the referral is received.	0	1	2	3	4	5
11.	There is a high degree of continuity between different levels of my program (primary, int., jr. high, sr. high).	0	1	2	3	4	5
12.	Published materials, appropriate for my students, are readily available.	0	1	2	3	4	5
13.	There are adequate program options for exceptional students at all levels.	0	1	2	3	4	5
14.	There is sufficient support staff available from the District to adequately maintain instructional programs for the handicapped.	0	1	2	3	4	5
15.	My responsibilities are well-defined with clear expectations and limits.	0	1	2	3	4	5
16.	Principals appear to have an awareness and understanding of my job responsibilities.	0	1	2	3	4	5
17.	I have real input into the formation and revision of special services.	0	1	2	3	4	5
18.	I have access to adequate supplies, equipment, and materials to meet the needs of individual students I serve.	0	1	2	3	4	5

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19.	I have access to and necessary help with production of audio visual materials, printing, duplication of articles, and general media center services.	0	1	2	3	4	5
20.	My work assignment provides me adequate time to complete necessary paperwork within working hours.	0	1	2	3	4	5
21.	I have adequate work space to perform my service in my buildings.	0	1	2	3	4	5
22.	Diagnostic team evaluations are thorough.	0	1	2	3	4	5
23.	The system of placement for a student is working well.	0	1	2	3	4	5
24.	I am satisfied with the in-service training related to my field.	0	1	2	3	4	5
25.	Parents of special education students require more contact time than do parents of regular education students.	0	1	2	3	4	5
26.	Teachers are cooperative in scheduling students for support services.	0	1	2	3	4	5
27.	My supervisor supports me in my efforts to complete my work.	0	1	2	3	4	5
28.	The overall quality of special education services in the school district is excellent.	0	1	2	3	4	5

PARENT INFORMATION SURVEY

Each of the questions below will be followed by a 1 to 5 ranking of agreement and an indication to record "does not apply" (similar to the sample following question #1).

1. My child's needs were adequately explained to me at the staffing prior to his/her placement in Special Education.

   0 (Does Not Apply) 1 (Strongly Disagree) 2 3 4 5 (Strongly Agree)

2. The amount of extra-curricular activities (field trips, bowling, ice-skating, etc.) that my child participates in during school is adequate.

   0 1 2 3 4 5

3. The instruction my child receives in the following areas is beneficial.

   __ social skills
   __ reading
   __ math
   __ speech & language
   __ music
   __ social studies
   __ science
   __ vocational skills
   __ self-help skills
   __ physical education
   __ home living skills
   __ health & hygiene
   __ art

   0 1 2 3 4 5

4. I felt free to ask questions and offer recommendations at the staffing concerning the evaluation of my child.

   0 1 2 3 4 5

5. The location of my child's special program is acceptable.

   0 1 2 3 4 5

6. The amount of contact I have had with my child's special teacher(s) this year has been adequate.

   0 1 2 3 4 5

7. I understand the purpose and content of my child's IEP.

   0 1 2 3 4 5

8. The recommendations made at the staffing were correct and appropriate for my child.

   0 1 2 3 4 5

9. Instructional material available for my child is adequate.

   0 1 2 3 4 5

10. The amount of time my child spends with regular class students is appropriate.

    0 1 2 3 4 5

11. The evaluation of my child was thorough.

    0 1 2 3 4 5

12. The class size of my child's special program allows each student to receive enough teacher time.

    0 1 2 3 4 5

13. My child is being prepared to get and keep a job after graduation.

    0 1 2 3 4 5

14. My child's individual program was adequately explained to me at my last Annual Review.

    ____ 1 2 3 4 5

15. It was beneficial for me to attend my child's staffing.

    0 1 2 3 4 5

16. The bus service provided for my child is good.

    0 1 2 3 4 5

17. My child appears happier since his/her placement in Special Education.

    0 1 2 3 4 5

18. I understand my responsibilities regarding my child's program at school.

    0 1 2 3 4 5

19. The overall quality of SPED services that my child(ren) receives is excellent.

    0 1 2 3 4 5

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Section III-A

MINNESOTA SATISFACTION QUESTIONNAIRE

The purpose of this questionnaire is to give you a chance to tell **how you feel about your present job**, what things you are **satisfied** with and what things you are **not satisfied** with.

On the basis of your answers and those of thousands of other individuals throughout the nation, we hope to get a better understanding of the things individuals **like and dislike about their jobs.**

On the following pages you will find statements about your **present** job.

- Read each statement carefully.
- Decide **how satisfied you feel about the aspect of your job** described by the statement.

Keeping the statement in mind:

— if you feel that your job gives you **more than you expected**, check the box under "VS" (Very Satisfied);

— if you feel that your job gives you **what you expected**, check the box under "S." (Satisfied);

— if you **cannot make up your mind** whether or not the job gives you what you expected, check the box under "N" (Neither Satisfied nor Dissatisfied);

— if you feel that your job gives you **less than you expected**, check the box under "DS" (Dissatisfied);

— if you feel that your job gives you **much less than you expected**, check the box under "VDS" (Very Dissatisfied).

- Remember: Keep the statement in mind when deciding **how satisfied you feel about that aspect of your job.**
- Do this for all statements. Please answer **every** item.

Be frank and honest. Give a true picture of your feelings about your **present job.**

Ask yourself: How satisfied am I with this aspect of my job?
VS means I am very satisfied with this aspect of my job.
S means I am satisfied with this aspect of my job.
N means I can't decide whether I am satisfied or not with this aspect of my job.
DS means I am dissatisfied with this aspect of my job.
VDS means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about . . .	VDS	DS	N	S	VS
1. The chance to be of service to others.	☐	☐	☐	☐	☐
2. The chance to try out some of my own ideas.	☐	☐	☐	☐	☐
3. Being able to do the job without feeling it is morally wrong.	☐	☐	☐	☐	☐
4. The chance to work by myself.	☐	☐	☐	☐	☐
5. The variety in my work.	☐	☐	☐	☐	☐
6. The chance to have other workers look to me for direction.	☐	☐	☐	☐	☐
7. The chance to do the kind of work that I do best.	☐	☐	☐	☐	☐
8. The social position in the community that goes with the job.	☐	☐	☐	☐	☐
9. The policies and practices toward employees of this company.	☐	☐	☐	☐	☐
10. The way my supervisor and I understand each other.	☐	☐	☐	☐	☐
11. My job security.	☐	☐	☐	☐	☐
12. The amount of pay for the work I do.	☐	☐	☐	☐	☐
13. The working conditions (heating, lighting, ventilation, etc.) on this job.	☐	☐	☐	☐	☐
14. The opportunities for advancement on this job.	☐	☐	☐	☐	☐
15. The technical "know-how" of my supervisor.	☐	☐	☐	☐	☐
16. The spirit of cooperation among my co-workers.	☐	☐	☐	☐	☐
17. The chance to be responsible for planning my work.	☐	☐	☐	☐	☐
18. The way I am noticed when I do a good job.	☐	☐	☐	☐	☐
19. Being able to see the results of the work I do.	☐	☐	☐	☐	☐
20. The chance to be active much of the time.	☐	☐	☐	☐	☐
21. The chance to be of service to people.	☐	☐	☐	☐	☐
22. The chance to do new and original things on my own.	☐	☐	☐	☐	☐
23. Being able to do things that don't go against my religious beliefs.	☐	☐	☐	☐	☐
24. The chance to work alone on the job.	☐	☐	☐	☐	☐
25. The chance to do different things from time to time.	☐	☐	☐	☐	☐

Ask yourself: How satisfied am I with this aspect of my job?
VS means I am very satisfied with this aspect of my job.
S means I am satisfied with this aspect of my job.
N means I can't decide whether I am satisfied or not with this aspect of my job.
DS means I am dissatisfied with this aspect of my job.
VDS means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about . . .	VDS	DS	N	S	VS
26. The chance to tell other workers how to do things.	☐	☐	☐	☐	☐
27. The chance to do work that is well suited to my abilities.	☐	☐	☐	☐	☐
28. The chance to be "somebody" in the community.	☐	☐	☐	☐	☐
29. Company policies and the way in which they are administered.	☐	☐	☐	☐	☐
30. The way my boss handles his men.	☐	☐	☐	☐	☐
31. The way my job provides for a secure future.	☐	☐	☐	☐	☐
32. The chance to make as much money as my friends.	☐	☐	☐	☐	☐
33. The physical surroundings where I work.	☐	☐	☐	☐	☐
34. The chances of getting ahead on this job.	☐	☐	☐	☐	☐
35. The competence of my supervisor in making decisions.	☐	☐	☐	☐	☐
36. The chance to develop close friendships with my co-workers.	☐	☐	☐	☐	☐
37. The chance to make decisions on my own.	☐	☐	☐	☐	☐
38. The way I get full credit for the work I do.	☐	☐	☐	☐	☐
39. Being able to take pride in a job well done.	☐	☐	☐	☐	☐
40. Being able to do something much of the time.	☐	☐	☐	☐	☐
41. The chance to help people.	☐	☐	☐	☐	☐
42. The chance to try something different.	☐	☐	☐	☐	☐
43. Being able to do things that don't go against my conscience.	☐	☐	☐	☐	☐
44. The chance to be alone on the job.	☐	☐	☐	☐	☐
45. The routine in my work.	☐	☐	☐	☐	☐
46. The chance to supervise other people.	☐	☐	☐	☐	☐
47. The chance to make use of my best abilities.	☐	☐	☐	☐	☐
48. The chance to "rub elbows" with important people.	☐	☐	☐	☐	☐
49. The way employees are informed about company policies.	☐	☐	☐	☐	☐
50. The way my boss backs his men up (with top management).	☐	☐	☐	☐	☐

APPENDIX E

FORMS RELATED TO PUPIL PERFORMANCE

EAST CENTRAL KANSAS COOPERATIVE IN EDUCATION
POST OFFICE BOX 621
BALDWIN CITY, KANSAS 66006

Greg Gaither, *Director*
913-594-6505

November 16, 1981

Dear Parent(s):

The East Central Kansas Cooperative in Education and the Leavenworth Comprehensive Special Education Cooperative are currently involved in a joint research project sponsored by the State Department of Special Education in Topeka. The purpose of this study is to determine the value of specific administrative models used to educate special education students. As a part of the study we are attempting to measure student gains in academic performance and any changes in behavior (learning or social) produced by applying one of these models for the duration of the school year. The study will involve some 200 selected students in grades K-12; 100 selected from each cooperative. Parents, regular education teachers, special education teachers, school administrators, and special education support staff will also be asked to participate in this study.

In order to gather student academic performance information, we are requesting your permission to work with your son or daughter for approximately one half-hour, during regular school hours, sometime between now and the Christmas vacation period. The same process will need to be repeated in the spring of this year in order to compare the results of the two performance samples.

Student participation is strictly voluntary and students will not be identified by name. A code number will be used for identification in order to compare fall and spring performance gains. Any scores obtained will be used as group scores and all results of performance testing will be confidential. You may withdraw your son or daughter from the study at any time, if the need arises.

We would be most grateful if you would allow your son or daughter to participate in this most worthwhile study. The results of this study will hopefully benefit all apecial education students within our cooperatives, as well as state wide.

If you decide to allow your child to participate, please sign the enclosed parent permission form and return it to us in the envelope provided. Your cooperation is sincerely appreciated.

Sharon Retschlag
Acting Director
Leavenworth SPED Cooperative

Serving:

Baldwin U.S.D. 348 | Eudora U.S.D. 491 | Wellsville U.S.D. 289 | West Franklin U.S.D. 287

PARENT PERMISSION FORM

As parent(s) of _____, (we) (I) agree to allow my
Student Name
son or daughter to participate in the Leavenworth/East Central Kansas Cooperative study. I understand that my child will be administered portions of the Woodcock-Johnson Educational Battery and his teacher will be asked to fill out a behavior rating scale which summarizes student behavior. These measures will be administered on two occasions during this school year (1981-82).

It is my privilege as a parent to withdraw my child from participation at any time by notifying the Leavenworth SPED Co-op Director (682-5932). I understand that the results obtained from working with my child will be treated as confidential information.

_____
Signature of Parent/Guardian

_____
Date

EXAMINER _____ Testing Date _____ Reason for Testing _____

WOODCOCK-JOHNSON PSYCHO-EDUCATIONAL BATTERY

RESPONSE BOOKLET

PART TWO: TESTS OF ACHIEVEMENT
PART THREE: TESTS OF INTEREST LEVEL

By Richard W. Woodcock and M. Bonner Johnson

NAME _____

PARENT GUARDIAN _____

SCHOOL AGENCY _____ TEACHER DEPARTMENT _____

CITY _____ STATE _____

ADULTS: Occupation _____

Education _____

SEX M☐ F☐

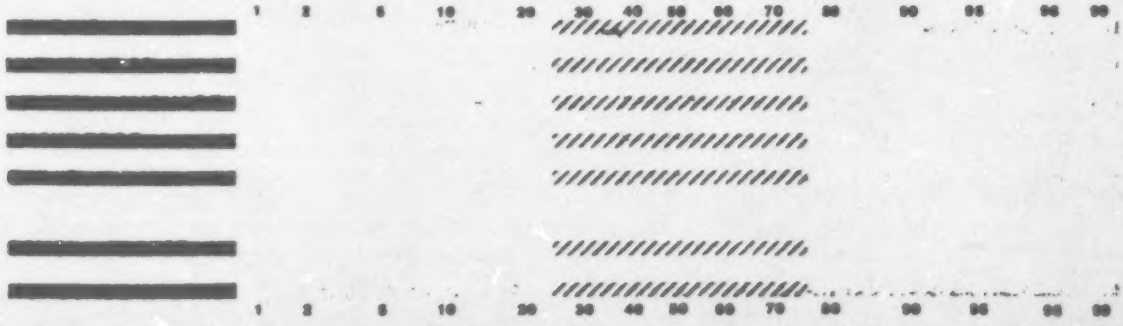
BIRTHDATE _____

AGE _____ Yrs. _____ Mos.

GRADE PLACEMENT _____

PERCENTILE RANK PROFILE: Norms based on ☐ Subject's Grade Placement _____

☐ Subject's Age _____ ☐ Other _____
(Local norms, some other grade level, etc.)



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Subtest 13
Letter-Word Identification

Basal: 5 consecutive correct
Ceiling: 5 consecutive failed

1 ___ O
2 ___ B
3 ___ H

4 ___ Z
5 ___ G
6 ___ H
7 ___ U

8 ___ is
9 ___ go
10 ___ to

11 ___ in
12 ___ dog
13 ___ not
14 ___ get
15 ___ had

16 ___ his
17 ___ keep
18 ___ must
19 ___ got
20 ___ part

21 ___ light
22 ___ once
23 ___ knew
24 ___ point
25 ___ whole

26 ___ piece
27 ___ shoulder
28 ___ island
29 ___ whose
30 ___ announcer

31 ___ ordinary
32 ___ knowledge
33 ___ bounties
34 ___ knead
35 ___ thermostat

36 ___ moustache
37 ___ courageous
38 ___ acrylic
39 ___ sufficient
40 ___ significance

41 ___ therapeutic
42 ___ silhouette
43 ___ municipality
44 ___ debris
45 ___ trivialities

46 ___ pinochle
47 ___ debutante
48 ___ stochastic
49 ___ tricot
50 ___ argot

51 ___ satiate
52 ___ kopje
53 ___ enceinte
54 ___ puisne

13 ☐ RAW SCORE

☐ Subtest 14
Word Attack

Basal: Item 1
Ceiling: 5 consecutive failed

A ___ nat
B ___ ib

1 ___ tiff
2 ___ hap
3 ___ nan
4 ___ mell
5 ___ jox

6 ___ leck
7 ___ then't
8 ___ chur
9 ___ leap
10 ___ wuss

11 ___ shomble
12 ___ yosh
13 ___ mibgus
14 ___ splaunch
15 ___ saist

16 ___ wroutch
17 ___ knoink
18 ___ quog
19 ___ lindify
20 ___ whumb

21 ___ phigh
22 ___ hudned
23 ___ mafreatsun
24 ___ cythe
25 ___ coge
26 ___ depnoniel

14 ☐ RAW SCORE

☐ Subtest 15
Passage Comprehension

Basal: 5 consecutive correct
Ceiling: 5 consecutive failed

A ___ man

1 ___ hat

2 ___ book
3 ___ box

4 ___ is
5 ___ time
6 ___ books

7 ___ at
8 ___ is
9 ___ cities

10 ___ his
11 ___ turtles
12 ___ ship

13 ___ shoe
14 ___ paper
15 ___ water

16 ___ round
17 ___ read
18 ___ but

19 ___ alphabet
20 ___ forests
21 ___ nomads

22 ___ capitals
23 ___ except
24 ___ fear

25 ___ though
26 ___ by

15 ☐ RAW SCORE

☐ Subtest 16
Calculation

Basal: 5 consecutive correct
Ceiling: 5 consecutive failed

A ___ 1
B ___ 3

1 ___ 2
2 ___ 3
3 ___ 7
4 ___ 5
5 ___ 3

6 ___ 1
7 ___ 4
8 ___ 71
9 ___ 16
10 ___ 8

11 ___ 18
12 ___ 8
13 ___ 3.148
14 ___ 59
15 ___ 2

16 ___ 91
17 ___ 627
18 ___ 10
19 ___ 1.224
20 ___ 11.305

21 ___ 3
22 ___ ½
23 ___ 130
24 ___ 51
25 ___ 1¾

26 ___ 23⅛
27 ___ 615
28 ___ 4
29 ___ 9/10
30 ___ 39

31 ___ 2 1/33
32 ___ 2⅓
33 ___ 3.1
34 ___ 5

35 ___ a/2
36 ___ −½b
37 ___ s^2
38 ___ 3.4

39 ___ ⅛
40 ___ 4
41 ___ ½
42 ___ ⅓

16 ☐ RAW SCORE

☐ Subtest 17
Applied Problems

Basal: 5 consecutive correct
Ceiling: 5 consecutive failed

1 ___ one

2 ___ two
3 ___ two

4 ___ one
5 ___ three
6 ___ two

7 ___ two
8 ___ one
9 ___ four
10 ___ ∴

11 ___ four
12 ___ three
13 ___ four
14 ___ five

15 ___ four
16 ___ five
17 ___ pencil, candy
18 ___ four

19 ___ two
20 ___ seven
21 ___ three
22 ___ 12 cents

23 ___ 36 cents
24 ___ 12 dollars
25 ___ five
26 ___ 70 cents

27 ___ $1.30
28 ___ 15 cents
29 ___ ten
30 ___ 2 inches

31 ___ 88
32 ___ 55 cents
33 ___ 6½
34 ___ one-fifteen

35 ___ eight
36 ___ one-half
37 ___ 25
38 ___ $6.75

39 ___ sixteen
40 ___ five-sixths
41 ___ 40 dollars
42 ___ 50 centimeters

43 ___ 1 to 36
44 ___ $11.025
45 ___ 28 centimeters
46 ___ 6 10

47 ___ $4\sqrt{2}$
48 ___ $y = 4 \cdot 2x$
49 ___ $16\sqrt{3}$ in²

17 ☐ RAW SCORE

☐ Subtest 18
Dictation

Basal: 5 consecutive correct
Ceiling: 5 consecutive failed

A ___ (name)

1 (S) ___ O, o
2 (S) ___ W, w

3 (S) ___ e
4 (S) ___ D
5 (S) ___ I
6 (S) ___ it
7 (P) ___ ?

8 (S) ___ bee
9 (S) ___ seen
10 (S) ___ house
11 (U) ___ men
12 (S) ___ table

13 (S) ___ read
14 (S) ___ sixteen
15 (S) ___ don't
16 (S) ___ Ave.
17 (U) ___ mice

18 (S) ___ comb
19 (U) ___ women
20 (S) ___ cough
21 (S) ___ clothes
22 (S) ___ against
23 (U) ___ knives
24 (S) ___ error
25 (S) ___ fifty-one
26 (S) ___ etc
27 (P) ___ ;

28 (S) ___ accept
29 (S) ___ calendar
30 (P) ___ "
31 (S) ___ arrogance
32 (S) ___ chaos

33 (S) ___ physicist
34 (S) ___ bizarre
35 (S) ___ conscientious
36 (S) ___ inflammation
37 (S) ___ questionnaire

38 (S) ___ bouillon
39 (S) ___ soliloquy
40 (S) ___ crevasse

18 ☐ RAW SCORE

		Dictation		Proofing		RAW SCORES
Punctuation & Capitalization	(P)	____	+	____	=	____
Spelling	(S)	____	+	____	=	____
Usage	(U)	____	+	____	=	____

Calculation

			□	□
1 $1+1=\square$	2 $1+2=\square$	3 $6+1=\square$	4 $2+3=\square$	5 $4-1=\square$
6 $\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$	7 $\begin{array}{r} 6 \\ -2 \\ \hline \end{array}$	8 $\begin{array}{r} 89 \\ -18 \\ \hline \end{array}$	9 $\begin{array}{r} 9 \\ +7 \\ \hline \end{array}$	10 $\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$
11 $\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$	12 $\begin{array}{r} 17 \\ -\ 9 \\ \hline \end{array}$	13 $\begin{array}{r} 476 \\ 61 \\ +2.611 \\ \hline \end{array}$	14 $\begin{array}{r} 88 \\ -29 \\ \hline \end{array}$	15 $5\overline{)10}$
16 $\begin{array}{r} 13 \\ \times\ 7 \\ \hline \end{array}$	17 $\begin{array}{r} 710 \\ -\ 83 \\ \hline \end{array}$	18 $12\overline{)120}$	19 $\begin{array}{r} 102 \\ \times\ 12 \\ \hline \end{array}$	20 $\begin{array}{r} .045 \\ +11.26 \\ \hline \end{array}$
21 $42\overline{)126}$	22 $\begin{array}{r} \frac{3}{4} \\ -\frac{1}{4} \\ \hline \end{array}$	23 $25\overline{)3250}$	24 $102\overline{)5202}$	25 $\begin{array}{r} \frac{5}{8} \\ +\frac{9}{8} \\ \hline \end{array}$

Calculation continued

26

$$5\tfrac{3}{4}$$
$$+\ 17\tfrac{3}{8}$$

27

$$\begin{array}{r} 2.05 \\ \times\ .3 \\ \hline \end{array}$$

28

$$2X + 3 = 11$$

$$X =$$

29

$$\frac{3}{5} - \frac{2}{3} =$$

30

$$4 + 5\,(7) =$$

31

$$8\tfrac{1}{2} \div 4\tfrac{1}{8} =$$

32

$$10 - X = 3X$$

$$X =$$

33

$$4X + 2Y = 14$$
$$2X - Y = 5$$

$$X =$$

$$Y =$$

34

$$6 : 3X = 2 : 5$$

$$X =$$

35

Simplify:

$$\sqrt{\frac{4a^2}{16}} =$$

36

$$\left(\frac{5b}{2y}\right)\left(\frac{-3y}{10b^2}\right) =$$

37

$$(S^{1-x})(S^{1+x}) =$$

38

$$2Y = 6X + 8$$

Slope =

Y intercept =

39

$$\sin \Theta = \frac{3}{5}$$

$$\cos \Theta =$$

40

$$f(x) = 2x^2 + 3$$

$$f''(x) =$$

41

$$\log_{27} 3 =$$

42

$$\int_0^1 x^2 dx =$$

Dictation

A

1 _____

2 _____

3 a h _____

4 H R _____

5 A B _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 One man, two _____

12 _____

13 _____

14 _____

15 _____

16 _____

17 One mouse, two _____

18 _____

19 One woman, two _____

20 _____

21 _____

22 _____

23 One knife, two _____

24 _____

25 _____

26 _____

27 _____

28

29 _____

30 _____

31 _____

32 _____

33 _____

34 _____

35 _____

36 _____

37 _____

38 _____

39 _____

40 _____

☐ Subtest 19
Proofing

Basal: 5 consecutive correct
Ceiling: 5 consecutive failed

A ___ I

B ___ ?

C ___ see

D ___ lost

1(U) ___ is
2(P) ___ I
3(U) ___ birds

4(U) ___ looking
5(P) ___ Yes
6(S) ___ sheep

7(U) ___ run
8(P) ___ 2 30
9(P) ___ Mary

10(S) ___ uncle
11(S) ___ two
12(P) ___ house

13(S) ___ plain
14(P) ___ family
15(S) ___ using

16(U) ___ seen
17(P) ___ Scottish
18(U) ___ lay

19(P) ___ . (period)
20(P) ___ professor. Psychology
21(U) ___ especially

22(U) ___ further
23(S) ___ reservoir
24(P) ___ : (colon)

25(S) ___ primarily
26(P) ___ rivers
27(P) ___ world wars

28(U) ___ were
29(U) ___ is

19 ☐ RAW SCORE

☐ Subtest 20
Science

Basal: 5 consecutive correct
Ceiling: 5 consecutive failed

1 ___ nose
2 ___ knee

3 ___ butterflies
4 ___ water
5 ___ chin

6 ___ leaves
7 ___ mouse
8 ___ duck

9 ___ kangaroo
10 ___ hatching
11 ___ feeding
12 ___ bee
13 ___ heat

14 ___ temperature
15 ___ wrist
16 ___ thunder
17 ___ air
18 ___ earthquake

19 ___ frog
20 ___ hibernation
21 ___ heart
22 ___ pollution
23 ___ roots

24 ___ Big Dipper
25 ___ lungs
26 ___ reptiles
27 ___ skeleton

28 ___ water
29 ___ pulley
30 ___ one year
31 ___ born, hair, warm-blooded, or vertebrae

32 ___ orbit
33 ___ atom
34 ___ gravity
35 ___ greater gravity

36 ___ pressure lessens
37 ___ hydrogen
38 ___ weight
39 ___ DNA

20 ☐ RAW SCORE

☐ Subtest 21
Social Studies

Basal: 5 consecutive correct
Ceiling: 5 consecutive failed

1 ___ television

2 ___ train
3 ___ stop sign
4 ___ hospitals
5 ___ dentist

6 ___ fight fire
7 ___ make them go
8 ___ to learn
9 ___ cold

10 ___ tepee
11 ___ blue
12 ___ save
13 ___ pilot

14 ___ Lincoln
15 ___ logs
16 ___ oceans

17 ___ veterinarian
18 ___ zip code
19 ___ Red Cross
20 ___ guilt

21 ___ go up
22 ___ taxes
23 ___ west
24 ___ South America
25 ___ Canada – Mexico

26 ___ passing laws
27 ___ income fixed – prices rise
28 ___ Parliament
29 ___ boycott

30 ___ exports – imports
31 ___ nonviolent – militant
32 ___ Poland
33 ___ supply and demand

34 ___ 4 p.m.
35 ___ stereotype
36 ___ plurality
37 ___ 12,000 to 13,000

21 ☐ RAW SCORE

TEACHER RATING SCALE

Student's Name: _____

Birthdate: _____

Grade: _____

Rater's Name: _____

Subject Taught: _____

School: _____

Date: _____

OTHER RELEVANT TEST SCORES:

_____

_____

_____

TEACHER'S COMMENTS AND OBSERVATION:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Raw Scores may be converted into Scaled Scores by entering the table below.

Scaled* Scores	Raw Scores for Students in Grades 1-4	Raw Scores for Students in Grades 5-7	Scaled* Scores
1	0-4	0-2	1
2	5-12	3-8	2
3	13-17	9-21	3
4	18-29	22-28	4
5	30-37	29-37	5
6	38-45	38-44	6
7	46-56	45-51	7
8	57-66	52-58	8
9	67-71	59-63	9
10	72-78	64-67	10
11	79-83	68-78	11
12	84-87	79-86	12
13	88	87-88	13
14	89	89	14
15	90	90	15
16			16
17			17
18			18
19			19
20			20

*(Mean = 10, Standard Deviation = 3)

Results:

Raw Score _____

Scaled Score _____

student quits well. Some will not. What we wish to know is this: Which of these behaviors are you concerned about at this particular time and to what extent do you see them as problems?

Take for example item #1, "Is sent to the principal for discipline." If the child frequently is sent to the principal's office, the rater might check the "Very Much Like" space. If the child is sent to the principal's office on an infrequent but regular basis, the rater might check the "Somewhat Like" space. If the child has been sent to the principal's office on rare occasions, a check in the "Not Much Like" space might be appropriate. If the child never has been disciplined by the principal, the "Not At All Like" space would be indicated. These ratings should reflect your perceptions of the child's behavior. Please do not confer with other teachers in completing this form.

The student	Very Much Like the Student	Like the Student	Not Much Like the Student	Not At All Like the Student
1. Is sent to the principal for discipline	☐	☐	☐	☐
2. Is verbally aggressive to teachers or peers .	☐	☐	☐	☐
3. Is disrespectful of others' property rights . .	☐	☐	☐	☐
4. Tattles on classmates	☐	☐	☐	☐
5. Is lazy	☐	☐	☐	☐
6. Lacks motivation and interest	☐	☐	☐	☐
7. Disrupts the classroom	☐	☐	☐	☐
8. Argues with teachers and classmates	☐	☐	☐	☐
9. Doesn't follow directions	☐	☐	☐	☐
10. Steals	☐	☐	☐	☐
11. Has poor personal hygiene habits	☐	☐	☐	☐
12. Is kept in from recess	☐	☐	☐	☐
13. Says that other children don't like him/her .	☐	☐	☐	☐
14. Can't seem to concentrate in class	☐	☐	☐	☐
15. Pouts, whines, snivels	☐	☐	☐	☐
16. Is overactive and restless	☐	☐	☐	☐
17. Is an academic underachiever	☐	☐	☐	☐
18. Bullies other children	☐	☐	☐	☐
19. Is self-centered	☐	☐	☐	☐
20. Does not do homework assignments	☐	☐	☐	☐
21. Is kept after school	☐	☐	☐	☐
22. Is avoided by other students in the class . . .	☐	☐	☐	☐
23. Daydreams	☐	☐	☐	☐
24. Has unacceptable personal habits	☐	☐	☐	☐
25. Swears in class	☐	☐	☐	☐
26. Has nervous habits	☐	☐	☐	☐
27. Has no friends among classmates	☐	☐	☐	☐
28. Cheats	☐	☐	☐	☐
29. Lies to avoid punishment or responsibility . .	☐	☐	☐	☐
30. Doesn't follow class rules	☐	☐	☐	☐

Sum of Marks in Each Column =					Total Points Scored
Multiply Sum by	X 0	X 1	X 2	X 3	
Add Products	0 +	+	+	+	=

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REQUEST FOR ASSISTANCE
RECORD FORM

Month _____ 19 ___
Staff Member _____
School _____

ate	G=Given R=Received	Student	Grade	Exception.	Person Contacted or Contacted By																Purpose of Contact													
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	a	b	c	d	e	f	g	h	i	j	k	l	m	n

les: Person Contacted: 1 - Director, 2 - Asst. Director, 3 - Project Coord. 4 - School Psych. 5 - Speech, 6 - O.T.
7 - Gifted Cons. 8 - Social Worker, 9 - SPED Teacher, 10 - Reg. Ed. Teacher w/ Handicapped Stds.
11 - Reg. Ed. Teacher without Handicapped Students, 12 - Parent, 13 - University Faculty,
14 - Principal, 15 - Counselor, 16 - School Nurse, 17 - Other (Please specify)

Purpose of the Contact: a - Re-evaluation b - IEP Implementation/Revision c - Consultation-Methods/Materials
d - Consultation-Behavior Control Program e - Consultation-Assessment
f - Consultation-Classroom Management g - Administrative Support h - Counseling
i - Other (please specify)

Request for Assistance Record Form

DIRECTIONS

I. General Guidelines

1. Please fill in the request for assistance form when you request assistance or someone requests assistance from you. Use this form in cases where the assistance given or received is NOT a part of your regular schedule. Also, this form does not need to be completed in cases of brief, informal contacts.

2. Contacts recorded can be made either in person, through a phone call, or in written form.

3. Each month, mail the completed assistance form in the same stamped envelope in which you are sending your daily activity report.

II. Filling Out the Form

1. Please enter the date of the request in column one.

2. In the second column, indicate whether the assistance was given (G) or received (R).

3. Place the student's name in column three. If the request does not pertain to a specific student, enter a dash (-) in this column.

4. The fourth column is for indicating the grade level of the student.

5. In column five, indicate the exceptionality of the child (LD, PSA, EMR). If the child is not in the special education program, just place a dash (-) in the column.

6. Column six is for placing the number which corresponds to the person with whom the contact was made.

7. In column seven, enter the letter which corresponds to the letter of the purpose of the contact. See Part III for an explanation of each of the categories.

III. Guidelines for Purpose of Contact

a. Re-evaluation:
A re-evaluation of the student's placement in special education.

b. IEP Implementation/Revision:
A meeting other than the initial IEP meeting or a child's annual IEP meeting. This meeting is for the purpose of solving problems with or revising the child's IEP.

c. Consultation-Methods/Materials:
Consultation on methods and/or materials to use with a student or a group of students to meet an instructional need.

d. Consultation-Behavior Control Program:
Consultation regarding a behavior management program for a child in your classroom.

e. Consultation-Assessment:
Consultation on assessment procedures. This can take the form of (1) a suggested assessment tool/procedure or (2) the consultant assessing the child.

f. Consultation-Classroom Management:
Consultation on different classroom management problems. This includes (1) scheduling, (2) grouping of students, and (3) arrangement of the classroom.

g. Administrative Support:
A request for support of an administrative nature or consultation on an administrative matter.

h. Counseling:
Sessions involving interventions and counseling with a student or a group of students.

i. Other:
A request for support not covered in any of the other areas. Please specify the purpose of this contact.

Teacher Daily Activity Report

DIRECTIONS

I. General Guidelines

1. Please fill in the daily activity report for each working day.

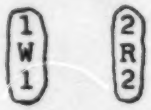
2. Enter the number of minutes spent per indicated activity.

3. PLEASE DO NOT indicate minutes spent by a paraprofessional on this sheet.

4. If a substitute has been used in your classroom, please ESTIMATE how the minutes were spent. (Most likely, the majority of the minutes will be entered into the categories of instruction, school duty, and possibly preparation for instruction.)

5. If a substitute is to be present for an extended period of time, (over five days), other arrangements will be made.

6. When entering estimated time for a substitute, please circle the date, day name, and day number at the top of the appropriate column. Example:

September 

Guidelines for Activity Categories

1. Preparation for Instruction:

   This category pertains to all the preparation minutes spent planning and preparing for instruction during the school working time. Please EXCLUDE the time specifically spent planning a student's annual or first I.E.P.

2. Instruction:

   This category pertains to all the minutes spent instructing students.

3. Observation:

   This category pertains to the minutes spent specifically and exclusively for the observation of a student in any setting.

4. Testing:

   This category pertains to the minutes spent testing a student or students. Include both group and individual testing time.

5. I.E.P. Planning/Meeting:

This category pertains to the minutes spent specifically for preparing a student's first or annual I.E.P. and for I.E.P. meeting times. The meeting time should include both the formal I.E.P. meeting time and any additional pre planning meeting with staff to prepare for the formal meeting.

This category DOES NOT pertain to the regular planning or instruction which occur in order to implement the I.E.P. after it has been initially written and agreed upon at the formal I.E.P. meeting. The regular planning should be entered under 'Preparation for Instruction' or 'Preparation on Personal Time'. The instructional implementation should be entered under 'Instruction'.

6. Staff Consultation:

This category includes the minutes for all formal and informal meetings, contacts, etc. with another or other staff, (regular, special education, or other), in regard to a student, students, or a related matter, EXCEPT I.E.P. meetings.

7. Parent Consultation:

This category includes the minutes for formal and informal meetings, contacts, etc. with parents, EXCEPT I.E.P. meetings.

8. School Duty:

This category pertains to the minutes spent in activities such as bus duty, hall duty, lunch duty, home room, study hall, club sponsorship, ticket taking, chaperoning, etc.

9. Inservice:

This category pertains to the minutes spent in inservice or professional growth and development activities such as a cooperative or district inservice day, workday, a trip to observe another teacher, or to a conference or workshop not sponsored by the district. If a substitute is assigned to your classroom while you are involved in some type of inservice, also indicate the estimated time spent by the substitute as well as your inservice. It would be helpful if you briefly noted this situation on your activity sheet.

10. Preparation on Personal Time:

This category pertains to the minutes spent doing preparation such as planning or making materials, etc., on your own time rather than during regular school work day.

It can include additional time before or after work hours at school, in your home or a library, etc.

If WEEKEND time is spent, include those minutes in your Monday count.

Please Note - Sometimes a category such consultation, I.E.P. planning/meeting, school duty, or inservice will last beyond regular school hours. By putting the number of minutes you spent on the activity, the part that overtime was required will become apparent from the daily total. Therefore, do not duplicate minutes of overtime by indicating them in a category and again in the 'Preparation on Personal Time' category.

November

Daily Activity Report*

Name _____

School _____

November	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	29	30	--	--
Day Name	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	--	--
Day Number	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**
Preparation for Instruction																						
Instruction																						
Observation																						
Testing																						
IEP Planning and meetings																						
Staff Consultation																						
Parent Consulation																						
School Duty																						
Inservice																						
Preparation on Personal Time																						

* **Please report your daily teaching activities as described by the catagories listed above. Report activities in MINUTES per activity per day.**

If a substitute is present on a particular day, please place a circle around the day number (Example: (7/W)) and estimate the number of minutes spent on activities.

106

105

October _____ Daily Activity Report* Name _____

Therapist

October	1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	--
Day Name	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	--
Day Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Preparation for Terapy																						
Terapy																						
Observation																						
Testing																						
IEP Planning and meetings																						
Staff Consultation																						
Parent Consulation																						
Travel Time																						
Inservice																						
Preparation on Personal Time																						

* Please report your daily teaching activities as described by the catagories listed above. Report activities in MINUTES per activity per day.

November _____ Daily Activity Report* Name _____

School Psychologist

November	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	29	30	--	--	--
Day Name	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	M	T	--	--	--
Day Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Student Conference																							
Teacher Conference																							
Parent Conference																							
Admin/Counselor Conference																							
Prestaffings																							
Staffings																							
I.E.P. Meetings																							
Observation																							
Testing																							
Counseling																							
Within District Meeting																							
Outside District Meeting																							
In-Service/ Presentations																							
Report Writing/ Data Analysis																							
Clerical																							

Please report your daily activities as described by the categories listed above. Report activities in MINUTES per activity per day.

October

Daily Activity Report*

Therapist

Name _____

October	1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	--
Day Name	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	--
Day Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Preparation for Terapy																						
Terapy																						
Observation																						
Testing																						
IEP Planning and meetings																						
Staff Consultation																						
Parent Consulation																						
Travel Time																						
Inservice																						
Preparation on Personal Time																						

* Please report your daily teaching activities as described by the catagories listed above. Report activities in MINUTES per activity per day.

November

Daily Activity Report*

Name _____

School _____

November	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	29	30	--	--
Day Name	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	--	--
Day Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Preparation for Instruction																						
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IEP Planning and meetings																						
Staff Consultation																						
Parent Consulation																						
School Duty																						
Inservice																						
Preparation on Personal Time																						

* Please report your daily teaching activities as described by the catagories listed above. Report activities in MINUTES per activity per day.

If a substitute is present on a particular day, please place a circle around the day number (Example: (7/W)) and estimate the number of minutes spent on activities.